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IV. CONCLUDING OBSERVATIONS

CERD

- Finland, CERD, A/51/18 (1996) 29 at para. 179.

The difficulties which the Romany minority continue to experience in exercising its rights are of concern. The high rate at which Romany children drop out of school is also cause for concern.

- Spain, CERD, A/51/18 (1996) 32 at paras. 208 and 216.

Paragraph 208

Concern is expressed that in Catalonia and in the Basque Country, it may be difficult for the children of the Castilian-speaking minority to receive education in their mother tongue.

Paragraph 216

Measures should be taken by the authorities to ensure that Castilian-speaking children have the opportunity to receive education in Castilian in Catalonia and in the Basque Country.

- United Kingdom of Great Britain and Northern Ireland, CERD, A/51/18 (1996) 35 at paras. 232 and 240.

Paragraph 232

Deep concern is expressed about reports that persons belonging to ethnic minority groups suffer significantly higher levels of unemployment relative to the rest of the population and that disproportionate numbers of black children are being excluded from schools.

Paragraph 240

In connection with Vietnamese asylum-seekers in Hong Kong, there are serious indications that the conditions to which these persons are subjected during their often prolonged detention in refugee centres constitute a violation of their human rights and require urgent attention. Of principal concern is the absence of educational facilities for the children in these centres.

- China, CERD, A/51/18 (1996) 57 at para. 407.

With respect to article 5 (e) (v) of the Convention, concern is expressed that at the secondary school and university levels children from minority nationalities are underrepresented. Moreover, concern

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is expressed that the instruction provided in the curricula on the history and culture of minority nationalities is not adequate as compared to the education provided concerning the history and culture of persons of the Han nationality.

- Poland, CERD, A/52/18 (1997) 62 at paras. 474 and 479.

Paragraph 474

It is noted with concern that children belonging to minority groups do not always have access to education in their own language.

Paragraph 479

Children belonging to minorities should have fuller access to education in their own language. The authorities should take appropriate measures to meet the specific educational needs of Roma children.

- The Former Yugoslav Republic of Macedonia, CERD, A/52/18 (1997) 67 at para. 521.

Concern is expressed over the low levels of participation, particularly in secondary and higher education, of certain minorities, notably Roma children and Albanian girls in rural areas.

- Czech Republic, CERD, A/53/18 (1998) 35 at para. 123.

Evidence that a disproportionately large number of Roma children are placed in special schools, leading to *de facto* racial segregation, and that they also have a considerably lower level of participation in secondary and higher education, raises doubts about whether article 5 of the Convention is being fully implemented.

- Slovenia, CERD, A/55/18 (2000) 45 at para. 242.

The specific measures taken for the promotion and the protection of the human rights of the Roma population is noted, including their right to vote and to be elected, the possibility given to this community to gain access to education, including pre-school education, and programmes for professional training.

- Slovakia, CERD, A/55/18 (2000) 47 at para. 262.

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Concern is expressed that despite school education being compulsory, a disproportionately large number of Roma children are not enrolled in schools, have high drop-out rates, do not complete higher education, or are segregated and placed in schools for mentally disabled children. It is recommended that the State party address the various factors responsible for the low level of education among the Romas with a view to improving enrolment and continue efforts to develop and expand strategies to facilitate the integration of minority pupils into mainstream education.

- Czech Republic, CERD, A/55/18 (2000) 50 at paras. 276 and 280.

Paragraph 276

The Act on the System of Primary and Secondary Schools (1999), which facilitates the entry of special school graduates into secondary schools, is welcomed. This measure is designed to benefit Roma children.

Paragraph 280

With regard to article 3 of the Convention, concern is expressed about the existing situations of *de facto* segregation in the areas of housing and education of the Roma population. In particular, concern is expressed at measures taken by some local authorities leading to segregation and at the practice of school segregation by which many Roma children are placed in special schools, offering them lesser opportunities for further study or employment. The State party should undertake effective measures to eradicate promptly practices of racial segregation, including the placement of a disproportionate number of Roma children in special schools.

- Holy See, CERD, A/55/18 (2000) 66 at para. 396.

Appreciation is expressed for the role of the Catholic Church in promoting education, particularly in developing countries. The opening up of Catholic schools to children from different religious creeds as well as the promotion of tolerance, peace and integration through education is also welcomed. It is noted with satisfaction that in many countries where the majority of the population is non-Christian, Catholic schools are places where children and young people of different faiths, cultures, social classes or ethnic backgrounds come into contact with each other.

- Iceland, CERD, A/56/18 (2001) 32 at para. 149.

The Committee welcomes the introduction of new curricula for nursery and primary schools, with increased attention to the role of schools in facilitating the integration of children from different cultural backgrounds without the loss of their ties to their own culture. The emphasis on the

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promotion of tolerance is noted, as is the recognition of the need to provide students from different linguistic backgrounds with special education in Icelandic to address educational and employment disparities.

- Japan, CERD, A/56/18 (2001) 34 at para. 173.

With regard to children of foreign nationality residing in Japan, it is noted that elementary and lower secondary education is not compulsory. The Government's position is that "since the purpose of primary education in Japan is to educate the Japanese people to be members of the community, it is not appropriate to force foreign children to receive that education." The Committee concurs with the proposition that force is completely inappropriate to secure the objective of integration. However, with reference to articles 3 and 5(e)(V), concern is expressed that different standards of treatment in this respect may lead to racial segregation and the unequal enjoyment of the right to education, training and employment. The State party should ensure that the relevant rights contained in article 5(e) are guaranteed without distinction as to race, colour, or national or ethnic origin.

- China, CERD, A/56/18 (2001) 44 at para. 245.

While recognizing efforts made which have resulted in an increased number of schools and a decrease of illiteracy in minority regions, concern remains about continuous reports of discrimination with regard to the right to education in minority regions, with particular emphasis on Tibet. The State party should urgently ensure that children in all minority areas have the right to develop knowledge about their own language and culture as well as the Chinese, and that they are guaranteed equal opportunities, particularly with regard to access to higher education.

- Egypt, CERD, A/56/18 (2001) 50 at para. 288.

It is of concern that children born to Egyptian mothers and foreign fathers are faced with discrimination in the field of education. The promise of the State party to revise the nationality law, which discriminates against children born to Egyptian women married to non-nationals, so as to bring it into line with the provisions of the Convention, is noted.

- Italy, CERD, A/56/18 (2001) 53 at paras. 306 and 311.

Paragraph 306

The fact that the State party's legislation provides for the right to education for all minors, irrespective of the existence of a valid residence permit, is welcomed.

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Paragraph 311

The education of Roma children is one of the priorities for the integration of their community into Italian society. In this respect, although it is noted that the State party has chosen to integrate Roma children into the regular Italian schooling system, it is suggested that the State party continue to make every effort to respect and accommodate the specific cultural background of these children.

ICCPR

- United Republic of Tanzania, ICCPR, A/48/40 vol. I (1993) 35 at para. 173.

The application of corporal punishment in schools and other institutions is considered degrading treatment. Children should be treated with respect for their integrity and teachers should be able to maintain authority without resorting to such primitive measures. The use of flogging and similar punishments in sentencing is not compatible with the Covenant.

- Zambia, ICCPR, A/51/40 vol. I (1996) 29 at para. 204.

The requirement to sing the national anthem and salute the flag as a condition of attending a state school, despite conscientious objection, appears to be an unreasonable requirement and is incompatible with articles 18 and 24 of the Covenant.

- India, ICCPR, A/52/40 vol. I (1997) 67 at para. 449.

Immediate steps should be taken to implement the recommendation of the National Human Rights Commission; it should be a fundamental constitutional right for all children under 14 to have free and compulsory education, and efforts should be strengthened to eliminate child labour in both the industrial and rural sectors.

- Belgium, ICCPR, A/54/40 vol. I (1999) 26 at para. 73.

The Committee notes with satisfaction that children of illegal immigrants are entitled to education and medical care.

- Costa Rica, ICCPR, A/54/40 vol. I (1999) 54 at para. 288.

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Effective remedies should be put into place to combat child labour and school drop-outs.

- Kyrgyzstan, ICCPR, A/55/40 vol. I (2000) 57 at paras. 412 and 413.

Paragraph 412

The continued existence of child labour, the problem of mistreatment of children in some educational institutions, cruel punishment, and the phenomenon of trafficking in children are of concern.

Paragraph 413

The State party must urgently address the issues described above so as to ensure the special protection to which children are entitled under article 24 of the Covenant. Specifically, corporal punishment must be prohibited.

ICESCR

- Kenya, ICESCR, E/1994/23 (1993) 24 at para. 84.

Concern is expressed over the low school attendance of children in the poorest areas of the country and in nomadic communities. The obligation of States parties to ensure that "primary education shall be compulsory and available free to all" applies in all situations including those in which local communities are unable to furnish buildings, or individuals are unable to afford any costs associated with attendance at school. Attention is drawn to the obligation contained in article 14 of the Covenant, which applies in cases where free compulsory education has not been assured, to "work out and adopt a detailed plan of action for the progressive implementation, within a reasonable number of years" of the relevant right. It is also regretted that significant gender disparities and regional differences with regard to access to education exist, as well as significant differences in quality between the government secondary schools and the Harambee or community schools, and difficulties encountered through the introduction of the new 8-4-4 system of education.

- Viet Nam, ICESCR, E/1994/23 (1993) 34 at paras. 140 and 142.

Paragraph 140

With regard to education, it is noted that, despite the progress made, there is still no programme to guarantee free primary education. It is also noted that there are high rates of absenteeism from school and a growing number of street children involved in unlawful activities, such as prostitution, drug abuse and illicit trafficking in drugs.

Paragraph 142

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Particular efforts should be made to solve the problem of school absenteeism and the concentration on child labour at the expense of school attendance.

- Australia, ICESCR, E/1994/23 (1993) 36 at para. 152.

The effects of funding accorded to non-government schools on the quality of education in government schools are of concern.

- Romania, ICESCR, E/1995/22 (1994) 26 at para. 98.

Particular attention should be paid by the Government to the problem of street and abandoned children, and further efforts should be made to facilitate their access to all forms of primary and secondary education.

- Morocco, ICESCR, E/1995/22 (1994) 28 at paras. 116, 123 and 124.

Paragraph 116

Concern is expressed at the incidence of child labour, often even under the minimum legal age of 12, and the lack of implementation of protective labour legislation with regard to children employed as domestic servants, in agriculture or in the informal or traditional sectors. It is also noted with concern that many of those children are not fully enjoying their right to education.

Paragraph 123

Efforts which are currently under way to raise the minimum working age are encouraged. Further measures should be taken to ensure that working children, including those in the informal sector and in agriculture, benefit from relevant protection at work and effectively enjoy their right to an education.

Paragraph 124

More efforts should be made in the area of education, particularly in the less favoured rural areas, and an effort should also be made in the direction of reducing the apparent disparities between the rates of school attendance of boys and girls.

- United Kingdom of Great Britain and Northern Ireland, ICESCR, E/1995/22 (1994) 52 at

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paras. 275, 276, 278 and 291.

Paragraph 275

The situation of disadvantaged groups in the education system is of particular concern. It is specifically noted that grave disparities appear to prevail in the level of education depending on the social origin of the pupil. Regional differences in the quality of the education provided to children is also a matter of concern.

Paragraph 276

It is regretted that insufficient measures have been taken towards the development of a universal preschool education scheme. The relatively low proportion of 16 to 18-year-olds who continue in full-time education, the large number of children who do not complete their schooling and the growing reliance in the context of the education system reform upon voluntary contributions by parents are matters of concern. The lack of sufficient opportunities available to persons with disabilities to pursue their right to education within the mainstream is also regretted.

Paragraph 278

Efforts should be made to identify the needs of disadvantaged groups in the field of education and to draw on the results of any studies or reviews in the development of policy initiatives in order to respond to their needs. Priority should be given to expanding access to preschool education and to developing basic skill programmes in reading, writing and numeracy, particularly to the benefit of children up to the age of seven. Appropriate school training should also be made available to long-term unemployed persons.

Paragraph 291

The information received regarding the treatment of Vietnamese asylum-seekers in Hong Kong is of deep concern. Of particular concern is the situation of the children. The statements made by the Government that these children have no entitlement to the enjoyment of the right to education or to other rights in view of their status as "illegal immigrants" are alarming.

- Republic of Korea, ICESCR, E/1996/22 (1995) 24 at para. 76.

The range of features of the State party's education system is disturbing. Only primary education is provided free of charge. However, given the strength of the economy it appears appropriate that free education should also extend to the secondary and higher levels. Furthermore, there is a severe problem of undersupply of places in higher education resulting in extremely competitive entry requirements. One consequence of this situation is that private institutions are likely to raise their charges and thus force the children of lower-income groups to stay out of the system.

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- Ukraine, ICESCR, E/1996/22 (1995) 50 at para. 268.

It is recalled that fulfilment of the right to education involves an obligation of the Government to provide free primary education for all, including children with disabilities and children assigned to homes or institutions.

- Algeria, ICESCR, E/1996/22 (1995) 54 at para. 303.

The Government is requested to take all necessary measures to ensure that girls are fully able to exercise their right to education and to mental and physical health. Such measures should be accompanied by the setting up of a data-collection system, which will enable their impact to be assessed.

- Finland, ICESCR, E/1997/22 (1996) 55 at para. 319.

Attention is drawn to the emerging problem of school drop-out, which mainly affects children from vulnerable social groups, such as economically disadvantaged children and children belonging to minorities. In this regard, specific measures should be taken to ensure that these children can complete their studies to the extent of their academic capacities.

- United Kingdom of Great Britain and Northern Ireland (Hong Kong), ICESCR, E/1997/22 (1996) 58 at paras. 352 and 365.

Paragraph 352

It is noted with concern that, while the Hong Kong Government has adopted an educational policy in relation to children of immigrant families from China, it has not made sufficient efforts to ensure school placements for these children and to protect them from discrimination.

Paragraph 365

Measures to integrate children of immigrant families from China into the general education system should be implemented with maximum possible attention from government authorities.

- Russian Federation, ICESCR, E/1998/22 (1997) 27 at para. 115.

The deterioration of the educational system in the State party and its effects on school achievement levels, as well as on attendance and drop-out rates among the young at all levels of the system, are of concern.

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- Peru, ICESCR, E/1998/22 (1997) 33 at para. 166.

The Government should increase its investment in education. In this respect, the State party's obligation to ensure compulsory and free primary education to all children, with a view to reducing the illiteracy rate is recalled.

- Dominican Republic, ICESCR, E/1998/22 (1997) 43 at paras. 216 and 221.

Paragraph 216

It is noted that approximately 500,000-600,000 illegal Haitian workers reside in the State party, some of them for one or two generations, without any legal status or any protection of their economic, social and cultural rights. Particular concern is expressed about the situation of the children, who do not receive Dominican nationality on the grounds that they are children born of foreigners in transit. These children are thus denied their most basic social rights, such as the rights to education and health care.

Paragraph 221

With respect to article 10 of the Covenant, concern is expressed about children in the State party and, in particular, about reports received on the occurrence of child labour and child exploitation, including sexual exploitation, and about the increasing number of street children, the low rate of school enrolment, the high rate of infant mortality and the high number of pregnancies among school-aged females.

- United Kingdom of Great Britain and Northern Ireland, ICESCR, E/1998/22 (1997) 56 at paras. 302, 311 and 314.

Paragraph 302

Concern is expressed at the plight of the approximately 13,000 children permanently excluded from school and at the fact that a disproportionate number of these children are of African-Caribbean origin.

Paragraph 311

The State party should take appropriate measures to eliminate corporal punishment in those schools in which the practice is still permitted, i.e. privately financed schools.

Paragraph 314

Uniform, defined criteria should be formulated for school exclusions. The State party should report on what government programmes, if any, exist to facilitate the insertion of excluded young people

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into alternative training or apprenticeship programmes.

- Luxembourg, ICESCR, E/1998/22 (1997) 69 at paras. 398 and 406.

Paragraph 398

Concern is expressed about the high drop-out rates among the youth of secondary school age.

Paragraph 406

The State party should engage in a review process with a view to decreasing the high number of school drop-outs. The State party is encouraged to adopt the draft law guaranteeing the right to continuing education.

- Saint Vincent and The Grenadines, ICESCR, E/1998/22 (1997) 72 at para. 435.

With respect to the right to education, it is noted with concern that there is no legal requirement that children attend school. Other matters of concern include the lack of teachers and teaching materials, notably at the primary level, the recent significant increase in educational fees, and the insufficiency of facilities at the post-secondary level of education. Moreover, the recent economic downturn has led to a situation in which more and more children do not attend school, thus affecting those children's right to compulsory primary education. The lack of literacy programmes for adults is also of concern, while the appointment of the Adult Education Coordinator is welcomed.

- Nigeria, ICESCR, E/1999/22 (1998) 27 at paras. 118, 125, 134 and 135.

Paragraph 118

The rate of school drop-outs at the primary school age is over 20 per cent. Twelve million children are estimated to hold one job or another. For those who go to school, up to 80 or more are crammed into dilapidated classrooms originally meant to take a maximum of 40.

Paragraph 125

Schoolchildren often have to carry their desks and chairs from their homes to the school. According to reports by UNICEF, there has been a marked reduction in school-age children going to school as parents cannot afford to pay the new drastically increased school fees for primary and secondary school. Recent poor educational quality is due partly to little teacher attention being devoted to schoolwork because of poor salaries, leading to incessant strikes and school closures.

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Paragraph 134

Legislation should be enacted, and the protection of children against the many negative consequences ensuing from child labour, such as dropping out of school, malnutrition, and discrimination against children born out of wedlock should be ensured by all appropriate means.

Paragraph 135

Steps should be taken to enforce the right to compulsory, free primary education, and to meet the targets the Government has accepted in relation to education for all by the year 2000.

- The Netherlands (Antilles), ICESCR, E/1999/22 (1998) 41 at paras. 218 and 223.

Paragraph 218

Concern is expressed at the increase in the school drop-out rate, the causes of which include the existence of several tongues spoken as first languages on the islands and the use of Dutch as the language of education.

Paragraph 223

In addressing the school drop-out problem, the implementation of the Government's programme for education in the students' mother tongues, along with the progressive introduction of Dutch, should be expedited. The urgent adoption of a plan of action to move towards the provision of free compulsory primary education as required by article 14 of the Covenant is also recommended.

- Denmark, ICESCR, E/2000/22 (1999) 29 at para. 116.

In regard to the emerging problem of school drop-out, which mainly affects children coming from vulnerable social groups, such as economically disadvantaged children or children belonging to minorities, specific measures should be taken to ensure that these children can complete their studies to the extent of their academic capacities.

- Tunisia, ICESCR, E/2000/22 (1999) 36 at para. 180.

The State party should make efforts to guarantee basic education to all children, including those that fail to keep pace with their peers. The problem areas identified on the phenomenon of drop-out, including inadequacy of pedagogical tools, excessive numbers of students per class and per teacher, lack of interest on the part of parents in sending their children to school and distance between school and home, should be addressed, particularly in the less developed rural areas. The State party should take all necessary corrective measures, including revising the minimum age of employment, particularly in agriculture, to address the problem of students dropping out of colleges and secondary

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schools. Further, with regard to article 13 of the Covenant, the State party is encouraged to establish separate courses on human rights, particularly at the university level, to make possible in-depth instruction on human rights.

- Solomon Islands, ICESCR, E/2000/22 (1999) 40 at para. 206.

The absence of compulsory primary education in the State party is of concern, with merely 60 per cent of school-aged children having access to primary education. Attention is drawn to the obligations under articles 13, paragraph 2 (a) and 14 of the Covenant, which stipulate that primary education shall be compulsory and free of charge, and to General Comment No. 11 (1999) concerning plans of action for primary education (art. 14 of the Covenant).

- Cameroon, ICESCR, E/2000/22 (1999) 56 at para. 341.

It is noted with deep concern that there is no legislation in the State party which provides for free primary education. The requirement of parental contribution in the form of compulsory fees levied by primary schools which, in view of high levels of poverty, greatly restricts access to primary education, particularly for girls, is regretted.

- Italy, ICESCR, E/2001/22 (2000) 34 at paras. 116 and 129.

Paragraph 116

It is noted with concern that a large number of the Roma population live in camps lacking basic sanitary facilities on the outskirts of major Italian cities. Life in the camps has had a major negative impact on the Roma children, many of whom abandon primary and secondary schooling in order to look after their younger siblings or to go out begging in the streets in order to help increase their family income.

Paragraph 129

It is recommended that the State party step up its efforts to improve the situation of the Roma population, *inter alia* by replacing camps with low-cost houses; by legalizing the status of Roma immigrants; by setting up employment and educational programmes for parents; by giving support to Roma families with children at school; by providing better education for Roma children; and by strengthening and implementing anti-discrimination legislation, especially in the employment and housing sectors.

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- Egypt, ICESCR, E/2001/22 (2000) 38 at paras. 163 and 166.

Paragraph 163

Deep concern is expressed over reports that children under 12 years of age work more than six hours daily in the agricultural sector, which deprives them of their right to education.

Paragraph 166

It is noted with concern that, despite achievements in the field of education, inequality of access to education between boys and girls, high drop-out rates for boys and high illiteracy rates among adults, particularly women, persist.

- Congo, ICESCR, E/2001/22 (2000) 43 at para. 208.

Profound dissatisfaction is expressed about the education system in the Congo. Although the Congo used to have quite a developed education system, it has seriously deteriorated as a result of economic mismanagement, the shortage of resources and political unrest. According to the delegation, there are fewer children enrolling in school, a shortage of teachers and teaching materials, and the school buildings are in a deplorable state.

- Jordan, ICESCR, E/2001/22 (2000) 49 at para. 227.

The State party's commitment towards improving access to education, especially for girls, is welcomed.

- Mongolia, ICESCR, E/2001/22 (2000) 53 at para. 275.

The Committee regrets to learn about the decrease in government spending on education since 1990 and the subsequent deterioration in the quality of education. Particular concern is expressed about the high incidence of school drop-out, most common among herder families where children have to work.

- Sudan, ICESCR, E/2001/22 (2000) 57 at para. 324.

The State party is urged to address the root causes of the problem of internally displaced persons and in the short and medium term, to cooperate fully with international and non-governmental organizations in the field, in order to provide for adequate (interim) measures ensuring the basic needs of this group, such as adequate basic shelter, employment, food and health care, and the continuation

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of education for the children.

- Kyrgyzstan, ICESCR, E/2001/22 (2000) 62 at paras. 351 and 362.

Paragraph 351

In regard to education, concern is expressed about the phenomenon of children dropping out of school to provide for their families. The situation of girls is particularly alarming, as their access to education is being curtailed by a revival of the tradition of early marriage, and a decrease in the prestige of having a formal education.

Paragraph 362

The State party is called upon to take special care to ensure the right to education, in particular of the girl child.

- Morocco, ICESCR, E/2001/22 (2000) 82 at paras. 543 and 566.

Paragraph 543

Deep concern is expressed about the low level of primary school attendance. Currently less than 50 per cent of children of both sexes are being regularly educated. In addition, access of young girls to education is considerably more limited, particularly in the rural areas, which accounts for the fact that the adult illiteracy rate is 65 per cent for women, as against 40 per cent for men.

Paragraph 566

The State party is strongly urged to ensure access to free and compulsory primary education for all, especially for women and girl children, and particularly in the rural areas, taking into consideration General Comments Nos. 11 and 13 on the right to education, including primary education.

- Republic of Korea, ICESCR, E/2002/22 (2001) 45 at para. 237.

It is noted with concern that the low quality of education in public schools is compelling families to supplement the education of their children with private instruction, thereby placing undue financial burden especially on lower-income groups.

- Bolivia, ICESCR, E/2002/22 (2001) 52 at paras. 280 and 299.

Paragraph 280

Concern is expressed about the slow progress in literacy training and the still high levels of illiteracy

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in Bolivia. According to UNESCO, the level of illiteracy for adults is 16.3%. The situation for children is also alarming: 70% of children under nine years of age do not attend school.

Paragraph 299

It is recommended that the State party give priority to education in its budget, establish literacy programmes for adults, in particular in the rural areas, and make efforts to increase the school attendance levels of children under the age of nine. In this regard, the State party is urged to implement a comprehensive National Education for All Plan, as anticipated by paragraph 16 of the Dakar Framework of Action, taking into account General Comment numbers 11 and 13.

- Senegal, ICESCR, E/2002/22 (2001) 61 at paras. 359, 360, 380 and 383.

Paragraph 359

There is concern that children of asylum-seekers who have not yet been granted refugee status cannot enrol in school unless they are able to pay tuition fees.

Paragraph 360

The low rate of primary school enrolment and high rate of illiteracy, especially among women are matters of concern. Also, there is concern that the State party is no longer always hiring trained teachers, but employs unskilled teachers as volunteers at lower wages, and that the number of drop-outs among primary and secondary school pupils is significant.

Paragraph 380

The State party is urged to expedite the consideration of the applications of asylum-seekers and to provide them with basic social services, including hospital care and free education for their children.

Paragraph 383

Efforts should be intensified to increase the school attendance of children, especially at the primary level, to address the problem of drop-outs among primary and secondary pupils.

- Syrian Arab Republic, ICESCR, E/2002/22 (2001) 67 at paras. 427 and 434.

Paragraph 427

The State party is urged to take all effective measures to address the problem of child labour in family enterprises and in the agricultural sector, which runs counter to protection of the rights of the child to health and to education.

Paragraph 434

The State party is urged to implement its comprehensive National Education For All Plan, as

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anticipated by paragraph 16 of the Dakar Framework for Action, taking into account General Comments No. 11 (1999) on plans of action for primary education (art. 14 of the Covenant) and No. 13 (1999) on the right to education (art. 13 of the Covenant) and General Comment No. 1 (2001) of the Committee on the Rights of the Child on the aims of education (art. 29, para. 1, of the Convention on the Rights of the Child). The State party is also urged to ratify the Convention against Discrimination in Education adopted by the General Conference of UNESCO in 1960.

- Ukraine, ICESCR, E/2002/22 (2001) 78 at para. 513.

All necessary measures should be taken to allocate the required resources to implement effectively the Law on Education adopted in 1991. The State party should ensure that General Comments No. 11 (1999) on plans of action for primary education (art. 14 of the Covenant) and No. 13 (1999) on the right to education (art. 13 of the Covenant), as well as General Comment No. 1 (2001) of the Committee on the Rights of the Child on the aims of education (art. 29, para. 1, of the Convention on the Rights of the Child), are duly taken into consideration when elaborating its educational policies. It is also recommended that the State party promote the participation of parents and communities, especially ethnic minorities, in school governance in order to improve enrolment rates and monitor the quality of education.

- Nepal, ICESCR, E/2002/22 (2001) 83 at paras. 538 and 552.

Paragraph 538

There is concern that although the kamaiya system of agricultural bonded labour was abolished in July 2000, the emancipated *Kamaiyas* are facing many problems, including lack of housing, land, work, and education for their children.

Paragraph 552

Although the State party has initiated free primary education, the policy of compulsory education is yet to be implemented. Further, the great disparity in enrolment in primary schools between girls and boys, the high drop-out rate among pupils, and the low quality of education in public schools is noted.

- Japan, ICESCR, E/2002/22 (2001) 90 at paras. 610, 611 and 637-639.

Paragraph 610

Concern is expressed about the frequently excessively competitive and stressful nature of all levels of education, which results in school absence, illness, and even suicide by students.

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Paragraph 611

Concern is expressed that there are very limited possibilities for children of minorities to enjoy education in their own language and about their own culture in public schools. It is also of concern that minority schools, such as Korean schools, are not officially recognized, even when they adhere to the national education curriculum, and therefore neither receive central government subsidies nor are able to provide qualification for university entrance examinations.

Paragraph 637

A comprehensive review of the educational system should be undertaken, taking into consideration General Comments No. 11 (1999) on plans of education for primary education (art. 14 of the Covenant), and No. 13 (1999) on the right to education (art. 13 of the Covenant), as well as General Comment No. 1 (2001) on the aims of education (art. 29, para. 1, of the Convention on the Rights of the Child) . In particular, the review should focus on the frequent excessively competitive and stressful nature of all levels of education, which results in school absence, illness, and even suicide by students.

Paragraph 638

School textbooks and other teaching materials should present issues in a fair and balanced manner which reflects the aims and objectives of education, as set out in article 13 (1) of the Covenant, General Comment No. 13 and General Comment No. 1.

Paragraph 639

Mother-tongue instruction should be introduced in the official curricula of public schools enrolling a significant number of pupils belonging to linguistic minorities. Minority schools should be officially recognized, in particular Korean schools, when they comply with the national education curriculum. Consequently, subsidies and other financial assistance should be made available to these schools and their school leaving certificates should be recognized as university entrance examination qualifications.

CEDAW

- Slovenia, CEDAW, A/52/38/Rev.1 part I (1997) 15 at paras. 104 and 114.

Paragraph 104

Concern is expressed over the fact that less than 30 per cent of children under three years of age and slightly more than half of all children between three and six were in formal day care, and that the remaining children, while cared for by family members and other private individuals, might miss out on educational and social opportunities offered in formal day-care institutions.

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Paragraph 114

The creation of more formal and institutionalized child-care establishments for children under three years of age as well as for those from three to six is recommended.

- Indonesia, CEDAW, A/53/38/Rev.1 part I (1998) 24 at para. 291.

Education is a basic human right and while the State has made some efforts to facilitate the education of poor but gifted children, concern is expressed over the access to education of all children, including those from minority groups.

- Colombia, CEDAW, A/54/38/Rev.1 part I (1999) 33 at para. 392.

The Government is urged to adopt and implement a compulsory education policy, since such a policy is one of the most effective ways of ensuring that girls do not work during school hours.

- Belize, CEDAW, A/54/38/Rev.1 part II (1999) 49 at para. 52.

The consequences of the Church-State system of education on girls' and young women's right to education are serious concern. In this regard, the concern is that schools are free to expel girls from school because of pregnancy, and only a few secondary schools allow girls to continue their education after pregnancy. This violates not only the Convention but also the Constitution of Belize.

- Nepal, CEDAW, A/54/38/Rev.1 part II (1999) 57 at para. 141.

The Government is urged to introduce and implement policies and programmes for free and compulsory education for all girls at the primary level.

- Chile, CEDAW, A/54/38/Rev.1 part II (1999) 64 at para. 227.

Priority should be given to an examination of the situation of adolescents, and various measures should be adopted to address effectively the sexual and reproductive health services and information needs of adolescents, including through the dissemination of family planning and information on contraceptive methods, through, *inter alia*, the introduction of effective sex education programmes. The Government is also urged to make all efforts to ensure the passage of a law explicitly prohibiting adolescent girls being expelled from private and public schools because of pregnancy.

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- Jordan, CEDAW, A/55/38 part I (2000) 16 at para. 159.

Satisfaction is expressed over the level of education that girls and women have achieved, in particular, the parity in enrolment rates in the basic and secondary cycles and the fact that the gap between women and men in university education is closing.

- Democratic Republic of the Congo, CEDAW, A/55/38 part I (2000) 21 at paras. 223 and 224.

Paragraph 223

Deep concern remains about the low rate of school enrolment of girls, their high drop-out rate and the high female illiteracy rate, especially in rural areas.

Paragraph 224

The Government is encouraged to step up its efforts by establishing specific programmes to reduce female illiteracy and promote the access of girls to secondary schools. The Government should also envisage the provision of free primary education.

- Burkina Faso, CEDAW, A/55/38 part I (2000) 25 at paras. 268 and 269.

Paragraph 268

Priority should be accorded to the education of girls and women, including by seeking international assistance, to ensure and promote universal enrolment of girls and preclude drop-out. The government is called upon to allocate more financial and human resources to the education sector, to recruit more women teachers and to ensure that school textbooks no longer carry negative images of women.

Paragraph 269

In addition to formal education, the Government should focus its efforts on informal education and the campaign against illiteracy through programmes targeted at girls and women. The Government is urged to take into account the importance of civic education for women and the family and the teaching of human rights throughout the school curriculum.

- Iraq, CEDAW, A/55/38 part II (2000) 66 at paras. 197 and 198.

Paragraph 197

The level of illiteracy among women, the increasing rate at which girls drop out of secondary and higher education, and the low representation of women in technical schools, are noted with concern.

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Paragraph 198

The Government is called upon to eradicate illiteracy and to ensure primary and secondary education for girls by preventing school dropouts. Furthermore, educational and training opportunities should be broadened for girls and young women at the secondary and tertiary levels and in technical fields. Particular attention should be given to ensuring that girls and women have equal access to new specializations, including the opportunity to acquire skills and knowledge to participate on a basis of equality with men in the labour market and in the future reconstruction of the country.

- Romania, CEDAW, A/55/38 part II (2000) 77 at paras. 310 and 311.

Paragraph 310

Concern is expressed over the high dropout rates for girls at secondary level.

Paragraph 311

Efforts should be made to ensure that education, including continuing education and adult literacy programmes, are targeted to women and include training in new information and communications technologies to provide women and girls with the skills required in a knowledge-based economy.

- Maldives, CEDAW, A/56/38 part I (2001) 15 at para. 125.

The progress achieved and reflected in a very high adult literacy rate for women, and parity among boys and girls in primary and secondary education, is welcomed.

- Egypt, CEDAW, A/56/38 part I (2001) 33 at paras. 330, 338 and 339.

Paragraph 330

It is of concern that the Egyptian nationality law prevents an Egyptian woman from passing on her nationality to her children if her husband is not Egyptian, while Egyptian men married to non-Egyptians may do so. The hardship faced by the children of Egyptian women married to non-Egyptian men, including financial hardship with regard to education, is of particular concern.

Paragraph 338

Taking note of the successful efforts to reduce the drop-out rate for girls in primary education, the remaining high level of illiteracy among women and the rate at which girls and young women drop out of secondary school and university are noted with concern.

Paragraph 339

The Government is called upon to continue to strengthen its efforts to eradicate female illiteracy,

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particularly in the rural areas. Programmes to prevent drop-outs by girls in primary education and to reduce the drop-out rate of girls and young women at secondary school and university should be continued, including through the use of incentives for parents, so as to provide young women with the necessary skills and knowledge to allow them to participate, on the basis of equality, with men in the labour market.

- Guinea, CEDAW, A/56/38 part II (2001) 55 at paras. 126 and 127.

Paragraph 126

The high prevalence of illiteracy among women and girls and the low level of schooling of girls, especially in rural areas, are matters of concern. Education is a key to the empowerment of women and the low level of education of women and girls remains one of the most serious impediments to their full enjoyment of their human rights and to sustainable national development.

Paragraph 127

The Government is encouraged to strengthen its efforts to improve the literacy level of girls and women, to improve the access of girls and young women to all levels of education and to prevent girls dropping out of school. Further special measures should be introduced in the area of education, including incentives for parents to send girls to school and the recruitment of women teachers.

- Viet Nam, CEDAW, A/56/38 part II (2001) 68 at paras. 264 and 265.

Paragraph 264

Despite the efforts and the progress made with regard to primary and secondary education, concern is expressed about the high female drop-out rate from schools, and particularly higher education, in rural areas. It is noted that the increase in the rate has coincided with the transformation to a market economy, and it is of concern that the gains that have been made in regard to women's and girls' education may not be sustained.

Paragraph 265

Efforts to promote the access of women and girls to higher education and their retention in the system should be intensified. Incentives should be provided to parents in order to encourage them to ensure that their daughters attend school.

- Sweden, CEDAW, A/56/38 part II (2001) 76 at paras. 342 and 343.

Paragraph 342

The existence of gender-based segregation at all levels of the educational system is of concern,

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including the choice by girls and boys of traditional disciplines and the attitudes of teachers that perpetuate and reinforce stereotypical gender roles.

Paragraph 343

Efforts should be strengthened to eliminate gender stereotypes in educational curricula and consistently integrate awareness and understanding of gender equality in teacher training. Given the clear correlation between the choice of field of study and placement in the labour market, efforts towards ending gender segregation in students' choice of field of education should be increased and both women and men encouraged to choose non-traditional fields of education.

CRC

- Bolivia, CRC, CRC/C/16 (1993) 13 at para. 37.

With respect to education, concern is expressed over the vulnerable groups of children, such as girl children, indigenous children and children living in rural areas, who are over-represented in the number of children not enrolled in school.

- Egypt, CRC, CRC/C/16 (1993) 24 at paras. 98, 99, 101, 102 and 104.

Paragraph 98

Although Egyptian laws and regulations guarantee equality between the sexes, in reality there is still a pattern of disparity between boys and girls, in particular as far as access to education is concerned.

Paragraph 99

Of special concern are children in rural areas and disabled children. In regard to the latter, the very low number of disabled children who are enrolled in schools, which might reflect an insufficient sensitivity of the society to the specific needs and situation of those children, is of concern.

Paragraph 101

Specific concern is expressed about the very large number of children between 6 and 14 years of age who are enrolled in the labour force and therefore lack, wholly or partly, the possibility of going to school. Although children may, to a certain extent, contribute to seasonal activities, care should always be taken that primary education is available to them and that they are not working in hazardous conditions.

Paragraph 102

The quality of education is problematic and is cause for concern and may be an explanation for high drop-out rates; the problem relates to pedagogical methods, curricula and the lack of adequate

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educational material.

Paragraph 104

The principle of non-discrimination must be vigorously applied. A more active approach should be taken to eliminating discrimination against certain groups of children, in particular girl children and children in rural areas. With regard to the gap in literacy and school enrolment mentioned in the report, obstacles facing girls should be adequately addressed so that they can enjoy their right to go to school. Further measures might be taken to increase the awareness of parents in this regard.

- Sudan, CRC, CRC/C/20 (1993) 27 at para. 117.

Attention should be given to extending the provision of primary health care and primary education in order to improve the general health and nutritional and educational status of children. In addition, future development plans should accord priority to the situation of disabled children.

- Mexico, CRC, CRC/C/24 (1994) 12 at para. 38.

A large percentage of children living in difficult circumstances, in particular children belonging to minorities or indigenous communities, appear to have left school without having been able to complete their primary education.

- Colombia (preliminary), CRC, CRC/C/24 (1994) 18 at paras. 74 and 81.

Paragraph 74

The large proportion of Colombian children who continue to live in extreme poverty, despite the fact that Colombia has one of the most favourable economic growth rates and one of the lowest amounts of per capita foreign indebtedness in the region, is of grave concern. Many children in Colombia, including a large proportion of rural and indigenous children, have been economically and socially marginalized and have limited or no access to adequate education or health care services.

Paragraph 81

Steps should be taken to strengthen the educational system, particularly in the rural areas. The quality of teaching should be improved and the high number of school drop-outs should be reduced.

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- Pakistan, CRC, CRC/C/29 (1994) 10 at paras. 44 and 55.

Paragraph 44

The effectiveness of measures to attain the goal of primary education for all, particularly for girls, is of serious concern.

Paragraph 55

In line with international recommendations, the importance of focussing attention on improving the provision and quality of education, especially in view of its potential benefit for addressing various concerns, including the situation of girls and the incidence of children at work, is emphasized. The Government is encouraged to consider taking active and urgent measures to tackle the problems of the low enrolment of girls in school, the high incidence of school drop-out, and illiteracy, especially of girls and women. Attention is drawn to the possibility of benefiting from the activities of women's groups to improve access to education for girls at the community level.

- Burkina Faso, CRC, CRC/C/29 (1994) 15 at para. 68.

The persistence of discrimination against girls and women is of serious concern. The low school attendance and high drop-out rates among girls, especially at the primary level, and the continuing practices of female circumcision, forced marriages and domestic violence, as well as the low coverage and acceptance of family planning programmes are also of concern.

- Jordan, CRC, CRC/C/29 (1994) 21 at paras. 130 and 131.

Paragraph 130

In line with article 4 of the Jordanian Education Act and article 29 of the Convention, emphasis should be given in school education to the important values of peace, tolerance and respect for human rights. The active participation of children should be encouraged. Similarly, efforts should be undertaken to develop new channels, including membership in associations, through which children may make their views known and have them taken into account.

Paragraph 131

Steps should be taken to improve school attendance for children living in remote areas, to reduce the school drop-out rate and to raise the level of literacy, particularly among females. School curricula should be adjusted to include education about the Convention.

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- Chile, CRC, CRC/C/29 (1994) 25 at para. 147.

The fact that the decentralization process might lead to a deterioration in the quality of and effective access to health services and education, in particular for the most vulnerable groups of children is of concern.

- Norway, CRC, CRC/C/29 (1994) 27 at paras. 165 and 176.

Paragraph 165

The Committee notes that all children who have had their asylum requests rejected but remain in the country have had their rights to health care and education provided *de facto* but not *de jure*. Such services should be provided as a matter of principle according to the letter and spirit of articles 2 and 3 of the Convention.

Paragraph 176

The State party should reconsider its policy on religious education for children in light of the general principle of non-discrimination and the right to privacy.

- Honduras, CRC, CRC/C/34 (1994) 11 at para. 58.

Greater attention should be accorded to improving children's access to the education system and reducing the high incidence of school drop-out. In this regard, the suggestion to organize the school year around the agricultural seasons, with a view to organizing school vacations at sowing and harvesting periods, is noted. Equally, it is suggested that consideration be given to the provision of meals and to complement the provision of health care through the schools.

- Philippines, CRC, CRC/C/38 (1995) 12 at para. 63.

The lack of vocational training opportunities, the high drop-out rate in primary education and the low rate of enrolment in secondary education are of concern.

- Jamaica, CRC, CRC/C/38 (1995) 25 at para. 166.

Measures should be envisaged to improve the quality of education and to intensify teacher training and vocational training.

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- United Kingdom of Great Britain and Northern Ireland, CRC, CRC/C/38 (1995) 35 at paras. 213, 216, 234 and 242.

Paragraph 213

The principle of the best interests of the child appears not to be reflected in legislation in such areas as health, education and social security, which has a bearing on the respect for the rights of the child.

Paragraph 216

The insufficient attention given to the right of the child to express his/her opinion, including in cases where parents in England and Wales have the possibility of withdrawing their children from parts of the sex education programmes in schools, is of concern. In this as in other decisions, including exclusion from school, the child is not systematically invited to express his/her opinion and those opinions may not be given due weight.

Paragraph 234

Children's right to appeal against expulsion from school should be effectively ensured. It is also suggested that procedures be introduced to ensure that children are provided with the opportunity to express their views on the running of the schools in matters of concern to them.

Paragraph 242

Proactive measures should be taken to ensure the rights of children belonging to Gypsy and Traveller communities, including their right to education. A sufficient number of adequately appointed caravan sites for these communities should be secured.

- Nicaragua, CRC, CRC/C/43 (1995) 10 at paras. 48, 57 and 65.

Paragraph 48

The sufficiency of measures being taken to improve access to education and to reduce the high rates of school drop-out and repetition of classes is of concern.

Paragraph 57

The State party should consider using the Convention as a tool for the prevention of violence and abuse. One way to achieve this is by teaching children to defend their rights and for trained individuals working with and for children to transmit the values of the Convention to children. Thus, education about the Convention should be incorporated into non-formal and formal educational curricula and into training and retraining programmes for professionals working with or for children, including teachers, health workers, social workers, judges and law enforcement officials.

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Paragraph 65

Greater efforts should be directed to developing low-cost but effective strategies to increase substantially the enrolment and attendance rates of children in education and to improve the quality and appropriateness of education. The Government should consider extending the provision of compulsory education to nine years of schooling, thereby ensuring at the same time that the age of completion of compulsory education would be harmonized with the minimum age for employment.

- Canada, CRC, CRC/C/43 (1995) 16 at paras. 80, 85 and 94.

Paragraph 80

The emerging problem of child poverty, especially among vulnerable groups and the increasing number of children who are brought up by single parent families, or in other problematic environments is of concern. The need for special programmes and services to provide the necessary care, especially in terms of education, housing and nutrition for such children, is emphasized.

Paragraph 85

The special problems still faced by children from vulnerable and disadvantaged groups, such as aboriginal children, with regard to the enjoyment of their fundamental rights, including access to housing and education, are of concern.

Paragraph 94

Efforts should be strengthened to ensure that children from vulnerable and disadvantaged groups, such as aboriginal children, benefit from positive measures aimed at facilitating access to education and housing.

- Belgium, CRC, CRC/C/43 (1995) 20 at para. 104.

The application of the law and policy concerning children seeking asylum, including unaccompanied children, is of concern. Of particular concern is that unaccompanied minors who have had their asylum request rejected, but who can remain in the country until they are 18 years old, may be deprived of an identity and denied the full enjoyment of their rights, including health care and education.

- Tunisia, CRC, CRC/C/43 (1995) 24 at para. 125.

Concern is expressed over the legislative discrepancy between the age for completion of mandatory education and the minimum age for admission to employment, which may encourage adolescents to drop out of the school system.

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- Ukraine, CRC, CRC/C/46 (1995) 11 at para. 60.

Appropriate measures have not yet been taken to effectively prevent and combat ill-treatment of children in schools or in institutions where children may be placed.

- Germany, CRC, CRC/C/46 (1995) 15 at para. 105.

The State party should make full use of the opportunity offered by the United Nations Decade for Human Rights Education to pursue further the preparation of educational materials on human and children's rights and the incorporation of human rights education, particularly about the rights of the child, into school curricula and into the training programmes of professional groups working with or for children, including teachers, judges, lawyers, social workers, health service personnel, police and immigration officials.

- Senegal, CRC, CRC/C/46 (1995) 21 at paras. 126, 128 and 142.

Paragraph 126

The insufficient measures taken to ensure the effective implementation of the principle of non-discrimination are of concern. In this regard, the persistent discriminatory attitudes towards girls, are reflected in their notably lower school attendance and their higher drop-out rate are noted.

Paragraph 128

The absence of compulsory and free education at the primary level causes deep concern.

Paragraph 142

Further steps should be taken to strengthen the education system, particularly in rural areas, to improve the quality of teaching and to reduce drop-out rates. Furthermore, all necessary measures should be taken to ensure a system of compulsory and free primary education, on the basis of equal opportunity, paying due regard to the situation of girls.

- Mongolia, CRC, CRC/C/50 (1996) 13 at paras. 63 and 71.

Paragraph 63

The high rate of school drop-outs, especially among boys living in rural areas, and the reported increase of child labour are of concern. The difficulties encountered by children living in rural and remote areas and by disabled children in their access to basic services such as health care, social services and education are additional concerns.

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Paragraph 71

The State party should take all necessary measures to fight school drop-out among boys in rural areas and to prevent their involvement in child labour, and to reinforce access to basic services for children (health, education and social care) in rural areas and for disabled children throughout the country.

- Yugoslavia (Serbia and Montenegro), CRC, CRC/C/50 (1996) 17 at paras. 84, 86, 97, 108 and 109.

Paragraph 84

The consequences of the war on the territory of the former Yugoslavia, combined with the realities of sanctions seem to have led to a worsening of the indicators of the health and education of the children of the Federal Republic, including lower immunization coverage, more nutrition-related disorders and illnesses, and an increase in the number of children suffering from mild and serious mental disorders. The sanctions against the Federal Republic may have led to the isolation of professionals dealing with the rights of the child.

Paragraph 86

Concern is raised about the implementation of article 2 of the Convention relating to non-discrimination. The situation of Albanian-speaking children in Kosovo is a matter of grave concern, especially with regard to their health, education, and the degree to which this population is protected from abuse by the police. It appears that the rejection by the population of the Government's decision to apply a uniform education system and curriculum has been followed by the summary dismissal of 18,000 teachers and other education professionals and to more than 300,000 school-aged children not attending school. The subsequent development of a parallel system of education has resulted in further detrimental effects, including the closure of schools and the harassment of teachers.

Paragraph 97

Concern is expressed that the costs of children's education may be growing beyond the reach of certain families. It is also noted that a decline in preschool education has been recorded in recent years. Reports of the progressive exclusion of teaching in languages other than Serbian, such as Bulgarian, are also disquieting.

Paragraph 108

The State party should give further consideration to the need to allocate greater resources to education and to reverse any trends in the education system which may perpetuate gender discrimination or stereotyping and should address other problems, including those relating to teaching in national languages.

Paragraph 109

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The principle contained in article 29 (1) (d) which stipulates that "the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin" is an important dimension that should be integrated into curricula at all levels of schooling. School curricula materials should be developed, if they do not already exist, which aim at educating children in a spirit of tolerance and regard for different civilizations.

- Republic of Korea, CRC, CRC/C/50 (1996) 26 at paras. 165, 166, 171 and 178.

Paragraph 165

The highly competitive nature of the education system risks hampering the development of the child to the fullest potential of his or her abilities and talents and the child's preparation for responsible life in a free society.

Paragraph 166

The discrepancy between the age for completion of compulsory education and the minimum age for admission to employment is noted with particular concern.

Paragraph 171

Legislative measures should be adopted with a view to ensuring the basic rights of all disabled children, in particular the right to education, in the light of article 23, and raising the minimum age for employment with a view to adjusting it to the age of compulsory education.

Paragraph 178

The State party is encouraged to review its education policy, with a view to reflecting fully the aims of education set out in article 29 of the Convention.

- Finland, CRC, CRC/C/50 (1996) 35 at paras. 227 and 237.

Paragraph 227

The recent increase in the number of school drop-outs is a concern. The insufficient number of teachers capable of working with minority children is also a worry.

Paragraph 237

The State party should take all necessary measures to fight school drop-out and ensure that a sufficient number of teachers for minority children is available in all regions of the country. In the spirit of the United Nations Decade for Human Rights Education, the Government is also encouraged to give consideration to the incorporation of the rights of the child into the school curricula.

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- Lebanon, CRC, CRC/C/54 (1996) 7 at paras. 42, 54 and 63.

Paragraph 42

The need for further reform in the school sector to improve the quality of education and prevent drop-outs is noted. Specific needs appear to exist in the fields of health education and, as recognized by the delegation, teaching about values and about the environment.

Paragraph 54

In relation to the growing role of private educational and health institutions, a stronger emphasis should be placed on public education and the social welfare system by the Government, with a view to ensuring that all children enjoy these fundamental rights, and are not subject to any risk of discrimination.

Paragraph 63

Special programmes should be developed for children with disabilities in order to define social, psychological, physical and other needs as well as to educate parents about ways of dealing with them. Further efforts are recommended to encourage schools to ensure the participation of these children in all activities.

- China, CRC, CRC/C/54 (1996) 18 at paras. 120 and 123.

Paragraph 120

Serious concerns remain about the effectiveness of household registry as an effective measure to ensure the registration of all children. Deficiencies in the registration system deprive children of basic safeguards for the promotion and protection of their rights, including in the areas of child trafficking, abduction, sale and maltreatment, abuse or neglect. In this connection, the situation of "unregistered girls" as regards their entitlement to health care and education is a matter of concern.

Paragraph 123

The number of children in China who still do not attend school is a concern. Concern is also expressed about reports that school attendance in minority areas, including the Tibet Autonomous Region, is lagging behind; that the quality of education is inferior; and that insufficient efforts have been made to develop a bilingual education system which would include adequate teaching in Chinese. These shortcomings may disadvantage Tibetan and other minority pupils applying to secondary and higher level schools.

- Nepal, CRC, CRC/C/54 (1996) 25 at paras. 161, 166, 167 and 181.

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Paragraph 161

The persistent discriminatory attitudes towards girls, as reflected in the prevailing son preference, the persistence of early marriages, the notably lower school attendance of girls and their higher drop-out rate, are of particular concern.

Paragraph 166

The high rate of school drop-outs, especially among girls living in rural areas, and the high incidence of child labour are of concern. The difficulties encountered by children living in rural and remote areas and disabled children in securing basic services such as health care, social services and education are also of concern.

Paragraph 167

The fact that primary education is not compulsory for all children is a deep concern. The high level of illiteracy among children and adults is also a concern.

Paragraph 181

The State party should take all necessary measures to reduce the drop-out rate of girls in rural and urban areas, to prevent their involvement in child labour or prostitution, and to reinforce access to basic services (health, education and social care) for children in rural areas and for disabled children throughout the country.

- Guatemala, CRC, CRC/C/54 (1996) 31 at paras. 226, 227 and 231.

Paragraph 226

The State party is encouraged to implement the "Food for Education Programme" as an incentive for children to attend school. A comprehensive nutritional programme should also be developed, taking into particular account the special needs of children.

Paragraph 227

Greater efforts should be focused on providing compulsory and free primary education, eradicating illiteracy and ensuring the availability of bilingual education for indigenous children. Moreover, greater efforts should be made in training qualified teachers. Such measures will contribute to the prevention of any form of discrimination on the basis of language with regard to the right to education.

Paragraph 231

As a means of tackling the interrelated issues of education and child labour, all necessary measures should be adopted to ensure that children have access to education and that they are protected from involvement in exploitative activities. Effective public awareness campaigns should be launched for

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the prevention and elimination of child labour in light of article 32 of the Convention.

- Morocco, CRC, CRC/C/57 (1996) 7 at para. 38.

The lack of measures taken to provide school education in all the existing languages and dialects is of concern.

- Nigeria, CRC, CRC/C/57 (1996) 12 at paras. 91 and 94.

Paragraph 91

The informal and formal education systems should be harmonized, particularly with respect to the application of a national curriculum within all schools. Further steps should be taken to develop guidelines for the participation of all children in the life of the school. Measures should be taken to improve school enrolment and school retention, especially for girls.

Paragraph 94

The importance of undertaking further measures, including legislative measures, is highlighted. These measures will combat exploitation, such as that suffered by child domestic workers, and will ensure the effective protection of the child against the performance of any work that is likely to be hazardous or to interfere with the child's education or to be harmful to the child's health or full and harmonious development. The importance of all children having access to health care and to compulsory education as a preventive measure against exploitation is also highlighted.

- Uruguay, CRC, CRC/C/57 (1996) 19 at para. 119.

Regarding the high rate of early pregnancy, measures should be adopted to provide appropriate family education and services for young people within the school, and should continue health programmes previously implemented.

- United Kingdom of Great Britain and Northern Ireland (Hong Kong), CRC, CRC/C/57 (1996) 23 at para. 153.

The efforts being undertaken to integrate disabled children into regular schools, including through investment in structural changes to schools and support to the training of teachers to assist them in adjusting and adapting their teaching methods to the needs of disabled children, are encouraged.

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- Mauritius, CRC, CRC/C/57 (1996) 29 at paras. 175 and 189.

Paragraph 175

Deep concern is expressed at the high school drop-out rates, especially at the end of the primary education level, and at the high rate of illiteracy. The absence of supervision of private schools and the difficulties encountered by disabled children in gaining access to regular primary schools are also matters of concern.

Paragraph 189

All necessary measures should be taken to fight school drop-out and to prevent child labour. Measures should be taken to prevent a rise in discriminatory attitudes or prejudice towards girl children and children belonging to minority groups. It is also suggested that sexual education be included in school curricula. Comprehensive studies should be initiated on these important issues to provide better understanding of these phenomena and to facilitate the elaboration of policies and programmes to combat them effectively.

- Slovenia, CRC, CRC/C/57 (1996) 34 at paras. 208 and 216.

Paragraph 208

Concern is expressed over children dropping out of school during the compulsory stage of education and that schools have insufficient alternative educational programmes, such as vocational training.

Paragraph 216

All appropriate measures should be taken to reduce school drop-out by promoting vocational training and alternative educational programmes.

- Bulgaria, CRC, CRC/C/62 (1997) 7 at para. 56.

In the field of education, the appropriate measures should be taken to prevent drop-outs and the current existing programmes should be reinforced to retain children in schools. School curricula should be reviewed to promote respect for the Convention. Vocational training on the Convention on the Rights of the Child should be developed.

- Ethiopia, CRC, CRC/C/62 (1997) 12 at para. 76.

The low levels of school enrolment and the high drop-out rates, especially among girls, the lack of learning and teaching facilities and the shortage of trained teachers, in particular in rural areas are of concern. Concern is also expressed over the fact that the school curriculum is divorced from

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cultural and social realities and does not yet include a programme of education on human rights and children's rights. Moreover, primary education has not yet been made compulsory and this is of concern.

- Panama, CRC, CRC/C/62 (1997) 19 at paras. 115, 116, 123 and 129.

Paragraph 115

The persisting disparities in relation to the low access to education by children living in rural areas, indigenous children and refugee children, who do not enjoy a system of education adequate for their cultural values and identity are of concern. The low rates of retention, the high rates of repetition and school drop-outs, especially at the end of primary education, and the persistent problem of illiteracy amongst these groups are also worrisome.

Paragraph 116

The insufficient legal protection and the lack of adequate procedures for refugee children, especially unaccompanied minors are of concern. The difficulties encountered by those children in securing access to education, health and social services are also of concern.

Paragraph 123

Measures should be taken that are aimed at developing a culture of human rights and at changing attitudes towards children in general, and in particular children belonging to indigenous groups. Information and education about children's rights should be disseminated to children and adults alike. Such information should be translated into the different languages spoken by indigenous people. Moreover, the existence of a high level of illiteracy in the country requires the use of the media in a manner adapted to the various levels of the audiences in the country.

Paragraph 129

Greater efforts should be focused on eradicating illiteracy and on increasing access to school education by indigenous children and children living in rural areas. This will require greater efforts in training teachers. Furthermore, all necessary measures should be taken to fight school drop-outs and to ensure retention.

- Myanmar, CRC, CRC/C/62 (1997) 25 at paras. 150, 171 and 173.

Paragraph 150

Of particular concern is the fact that children considered to be poor are channelled towards monastic Buddhist schools and are offered no alternative educational opportunities. This might challenge the right to freedom of religion for non-Buddhist children who are enrolled in those schools. Moreover, the recent closure of some high schools is of serious concern.

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Paragraph 171

An alternative education choice should be given to non-Buddhist and poor children.

Paragraph 173

All appropriate measures, including by reinforcing existing international cooperation programmes, should be taken to reduce the rates of school drop-out and repetition. Furthermore, resources should be allocated to translate school materials into minority languages in order to encourage schools and teachers in the appropriate regions to provide education in minority languages.

- Ghana, CRC, CRC/C/66 (1997) 15 at paras. 96 and 117.

Paragraph 96

The low level of school enrolment and the high drop-out rates, especially among girls, the lack of learning and teaching facilities and the shortage of trained teachers, particularly in rural areas, are matters of concern.

Paragraph 117

Measures implemented to improve school enrolment and pupil retention, especially for girls, are encouraged. A system for the regular evaluation of the effectiveness of these and other educational measures, including of the quality of teaching, must be ensured. Further steps should be taken to develop guidelines for the participation of all children in the life of the school. Additionally, in light of the provisions of article 29 of the Convention and the United Nations Decade for Human Rights Education, the rights of the child should be incorporated into school curricula. Further international cooperation may be considered.

- Bangladesh, CRC, CRC/C/66 (1997) 22 at paras. 166 and 167.

Paragraph 166

Greater efforts should be directed toward training teachers, improving the school environment, increasing enrolment and fighting school drop-out.

Paragraph 167

Efforts to provide opportunities for education and leisure to child workers and children working and/or living on the street should be strengthened.

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- Paraguay, CRC, CRC/C/66 (1997) 29 at paras. 195 and 217.

Paragraph 195

Concern is expressed over the fact that adequate measures have not yet been taken to fully guarantee in practice the right of indigenous students to education in their native languages.

Paragraph 217

All appropriate measures should be taken to guarantee the full implementation of the right of the child to be educated in his/her own language.

- Algeria, CRC, CRC/C/66 (1997) 35 at paras. 243 and 257.

Paragraph 243

The lack of information on programmes of education and health-care services for nomadic children is regrettable.

Paragraph 257

Further steps should be taken to ensure that nomadic children have access to education and health-care services through a system of specifically targeted education and health-care schemes, which will allow these children to enjoy their right, in community with other members of their group, to their own culture.

- Azerbaijan, CRC, CRC/C/66 (1997) 41 at paras. 287, 288, 296 and 308.

Paragraph 287

The impact of armed conflict on education, and the lack of measures to implement programmes to reduce the drop-out rate are of serious concern.

Paragraph 288

The substantial number of refugees and internally displaced persons resulting from the armed conflict since 1990, especially children, many of whom have been living in tents for three years, is of concern. These children do not always have equal access to basic services, especially health, education and social services.

Paragraph 296

All appropriate measures should be undertaken to integrate children with disabilities into mainstream education.

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Paragraph 308

Pupil retention programmes should be promoted. Education on conflict resolution and education for peace, tolerance and friendship among all people should be promoted in all schools.

- Lao People's Democratic Republic, CRC, CRC/C/69 (1997) 8 at paras. 51 and 75.

Paragraph 51

Domestic legislation does not specifically mention that primary education is free and this is of concern. The low level of school enrolment and the high drop-out and repetition rates, the disparities between urban and rural areas and between ethnic groups in terms of enrolment and quality of education provided, the shortage of physical infrastructure, school materials and teachers, and the low qualifications of teachers, in particular in rural areas remain of concern. The lack of vocational training opportunities, in particular in rural and remote areas, is of particular concern.

Paragraph 75

Efforts to make free primary education available for all and to train teachers are encouraged. Measures should be taken to improve school enrolment and pupil retention, especially for girls, children belonging to minorities and children living in rural areas. A system for the regular evaluation of the effectiveness of all educational measures taken, including those related to the quality of teaching, must be ensured.

- Australia, CRC, CRC/C/69 (1997) 16 at paras. 95 and 114.

Paragraph 95

The special problems still faced by Aboriginals and Torres Strait Islanders, as well as by children of non-English-speaking backgrounds, with regard to their enjoyment of the same standards of living and levels of services, particularly in education and health, are of concern.

Paragraph 114

Further steps should be taken to raise the standards of health and education of disadvantaged groups, particularly Aboriginals, Torres Strait Islanders, new immigrants, and children living in rural and remote areas.

- Uganda, CRC, CRC/C/69 (1997) 21 at paras. 131, 135 and 150.

Paragraph 131

The persistence of discriminatory attitudes against some groups of children, especially girls, children with disabilities and children living in rural areas, which often results in limiting their access to basic

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social facilities such as health and education, is of concern.

Paragraph 135

The principle of free and compulsory primary education is not yet fully and equally implemented and this is of concern. Furthermore, the low level of school enrolment and the high drop-out rates for girls due to, *inter alia*, early marriage, the lack of learning and teaching facilities and materials, and the shortage of trained teachers are also of concern.

Paragraph 150

Greater efforts should be directed toward training teachers, improving learning and teaching facilities and the school environment, increasing enrolment and fighting school drop-out.

- Czech Republic, CRC, CRC/C/69 (1997) 28 at para. 177.

The insufficient measures taken to ensure effective access of children with disabilities to health, education and social services, and to facilitate their full inclusion in society is of concern. The small number of well-trained professionals dealing with disabled children is also of concern.

- Trinidad and Tobago, CRC, CRC/C/69 (1997) 33 at para. 219.

The shortage of trained teachers and the high pupil-teacher ratio are of concern.

- Togo, CRC, CRC/C/69 (1997) 39 at paras. 264 and 288.

Paragraph 264

The low level of school enrolment and the high drop-out rate, especially among girls, resulting in high illiteracy rates; the lack of learning and teaching facilities; and the shortage of trained teachers, particularly in rural areas, are of concern. Furthermore, the lack of appropriate playgrounds is also of concern.

Paragraph 288

Efforts to make primary education compulsory and available to all for free are encouraged. Measures should be implemented to improve school enrolment and school retention, especially for girls. A system for the regular evaluation of the effectiveness of these and other educational measures, including quality of teaching, must be ensured. Furthermore, more appropriate playgrounds for children should be provided.

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- Ireland, CRC, CRC/C/73 (1998) 14 at paras. 84 and 95.

Paragraph 84

The situation of children who are excluded from schools because of sanctions imposed by teachers and the adverse effect generated, which may sometimes impact on drop-out rates and school attendance, is of concern.

Paragraph 95

Efforts to develop a systematic information campaign on children's rights for children and adults alike are encouraged. Furthermore, children's rights should be incorporated in the curricula of all educational and pedagogical institutions.

- Hungary, CRC, CRC/C/79 (1998) 7 at para. 59.

Further measures should be undertaken to prevent and redress unequal access to health services and to the education system between the rural and urban populations, and in particular to facilitate the access of Roma children to health and education. Schools and vocational training should be made accessible to poor children and those living in rural areas, especially children belonging to the Roma population.

- Democratic People's Republic of Korea, CRC, CRC/C/79 (1998) 13 at para. 80.

De facto discriminatory attitudes against children with disabilities and the insufficient measures taken to ensure that these children have effective access to health, education and social services, and to facilitate their full inclusion in society are of concern. The small number of well-trained professionals dealing with children with disabilities is also of concern.

- Fiji, CRC, CRC/C/79 (1998) 18 at paras. 121, 140 and 141.

Paragraph 121

The high drop-out rates, the unequal access to quality education and the absence of a public pre-school system are of concern.

Paragraph 140

All appropriate measures should be taken to accelerate the full implementation of the compulsory education system and to improve the access to education of the most vulnerable groups of children.

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Paragraph 141

Efforts should be undertaken to prevent and combat economic exploitation, or any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development. Particular attention should be paid to the conditions of children working within their families, in order to protect them fully. Technical cooperation from UNICEF and the ILO in this area should be considered.

- Japan, CRC, CRC/C/79 (1998) 25 at paras. 159, 166, 168, 170, 189 and 191.

Paragraph 159

The unequal access by children of Korean origin to institutions of higher education and the difficulties encountered by children in general in exercising their right to participate in all parts of society, especially in the school system, are of concern.

Paragraph 166

The insufficient measures taken, notwithstanding the principles laid down in the Fundamental Law for People with Disabilities, 1993, to ensure effective access by disabled children to education and to facilitate their full inclusion in society are of concern.

Paragraph 168

Developmental disorders in children, due to the stress of a highly competitive educational system and the consequent lack of time for leisure, physical activities and rest, is of concern. Furthermore, the significant number of cases of school phobia is also of concern.

Paragraph 170

Current measures have been insufficient to prevent school violence. The frequency and level of violence in schools, especially the widespread use of corporal punishment and the existence of numerous cases of bullying among students, is of concern.

Paragraph 189

The appropriate steps should be taken to prevent and combat excessive stress and school phobia.

Paragraph 191

A comprehensive programme should be devised and its implementation should be closely monitored, to prevent violence in schools, especially with a view to eliminating corporal punishment and bullying. Additionally, corporal punishment should be prohibited by law in the family and in childcare and other institutions, and awareness-raising campaigns should be conducted to ensure that alternative forms of discipline are administered in a manner consistent with the child's human dignity.

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- Maldives, CRC, CRC/C/79 (1998) 31 at paras. 216 and 236.

Paragraph 216

The fact that education is not compulsory by law, the high drop-out rate between primary and secondary school, the shortage of trained teachers, the existing gender disparities in secondary school enrolments and the disparities in access to education between the capital and the atolls are all matters of concern.

Paragraph 236

Primary education should be made compulsory and free to all. The training of school teachers and the access to education by the most vulnerable groups of children, including girl children and children living on remote islands, should be improved. International assistance should be sought from UNICEF and UNESCO.

- Luxembourg, CRC, CRC/C/79 (1998) 38 at paras. 276 and 280.

Paragraph 276

Human rights education, including in the rights of the child, should be specifically integrated into the school curricula.

Paragraph 280

The right of detained children to education, including vocational training, should be fully taken into account.

- Ecuador, CRC, CRC/C/80 (1998) 9 at paras. 48 and 49.

Paragraph 48

Comprehensive measures should be taken to establish poverty alleviation programmes with special emphasis on the access to health-care and education of children, in particular by the most vulnerable groups of children.

Paragraph 49

The high drop out rate between primary and secondary school and the high repetition rate at both levels, the gender disparities in secondary school enrollment, and disparities in access to education between rural and urban areas are matters of concern. The educational system and its policies should be strengthened in order to reduce gender and geographical disparities and to establish retention programmes and vocational training for drop-out students.

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- Iraq, CRC, CRC/C/80 (1998) 15 at para. 81.

In the light of the Standard Rules on the Equalization of Opportunities for Persons with Disabilities (General Assembly resolution 48/96), the Committee recommends that the State party develop early identification programmes to prevent disabilities, implement alternatives to the institutionalization of children with disabilities, envisage awareness-raising campaigns to reduce discrimination against children with disabilities, establish special education programmes for children with disabilities and encourage their inclusion in the regular school system and society.

See also:

- Grenada, CRC, CRC/C/94 (2000) 72 at para. 406.
 - Georgia, CRC, CRC/C/97 (2000) 18 at paras 124 and 125.
 - United Kingdom of Great Britain and Northern Ireland (Isle of Man), CRC, CRC/C/100 (2000) 31 at para. 195.
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- Kuwait, CRC, CRC/C/80 (1998) 28 at para. 143.

The recent increase in the number of children living and/or working on the streets, especially children of the Bedoon community, is of concern. All appropriate measures should be taken to provide access to school to all children and prevent and combat school drop-out.

- Thailand, CRC, CRC/C/80 (1998) 35 at paras. 177 and 178.

Paragraph 177

The lack of adequate facilities and services for persons with disabilities, including children is of concern. In the light of the Standard Rules on the Equalization of Opportunities for Persons with Disabilities (General Assembly resolution 48/96), early identification programmes should be developed to prevent disabilities, alternatives to the institutionalization of children with disabilities should be implemented, special education programmes for children with disabilities should be established, and their inclusion in society should be encouraged. International cooperation from UNICEF and WHO can be sought for the training of professional staff working with and for children with disabilities.

Paragraph 178

It is of concern that some children, particularly those living in poverty and in nomadic and hill tribe communities, do not have access to education. The number of children, particularly girls, leaving school prematurely to engage in labour is also of concern. All appropriate measures should be taken to provide equal access to education for all children in Thailand. Additional measures should be implemented to encourage children, particularly girls and children from poor and hill tribe families,

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to stay in school, and to discourage early employment.

See also:

- Belize, CRC, CRC/C/84 (1999) 12 at para. 85.
- Saint Kitts and Nevis, CRC, CRC/C/87 (1999) 17 at para. 88.

- Austria, CRC, CRC/C/84 (1999) 7 at paras. 51 and 54.

Paragraph 51

All appropriate measures should be taken to increase the number of places in kindergarten and pre-school facilities, such as day care.

Paragraph 54

Budgetary austerity measures have affected the working of the school system, for example by introducing some family contributions for school books and enrichment activities, or by reducing the choice of optional subjects. These measures should be examined carefully with regard to their impact on the progressive implementation of the child's right to education and leisure activities.

- Belize, CRC, CRC/C/84 (1999) 12 at paras. 75 and 86.

Paragraph 75

The measures adopted to ensure that all children are guaranteed access to education and health services and are protected against all forms of exploitation are insufficient and remain of concern. Of particular concern are certain vulnerable groups of children, including children with disabilities; children belonging to minority and indigenous groups, such as Maya and Garifuna children; children living in remote rural areas; children living in poverty; children living and/or working on the street; refugee and asylum-seeking children; illegal immigrant children; children in the juvenile justice system; children of single-parent families; children born out of wedlock and institutionalized children. Efforts should be increased to ensure implementation of the principle of non-discrimination.

Paragraph 86

The situation of education, particularly as regards overcrowding, the high drop-out rate, the lack of basic training materials, poorly maintained infrastructure and equipment, shortages of textbooks and other materials, the limited number of trained teachers and the lack of play space and recreational facilities, is of concern. All appropriate measures should be taken to improve the quality of education and to provide access for all children. In this regard, the educational system should be strengthened through closer cooperation with UNICEF and UNESCO. Additional measures should also be taken to encourage children to stay in school, particularly during the period of compulsory education. The

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rights of the child to rest and leisure and to engage in play and recreational activities should be ensured. Educational policies and programmes should be reviewed with a view to ensuring that they adequately reflect the cultural and ethnic diversity of the population.

- Guinea, CRC, CRC/C/84 (1999) 21 at paras. 110 and 119.

Paragraph 110

Measures should be reinforced to raise awareness of the negative effects of corporal punishment and to ensure that discipline in schools, families and all institutions is administered in a manner consistent with the child's dignity.

Paragraph 119

The persistence of high school drop-out, repetition, absenteeism and illiteracy rates, as well as the low enrolment rate and limited access to education in rural areas are of concern. Concern is also expressed at the shortage of trained teachers, insufficient school infrastructure and equipment, and gender disparities in school attendance. All appropriate measures should be taken to improve access to education, especially by the most vulnerable groups of children, and to reinforce training programmes for teaching personnel. To this effect, international cooperation from UNESCO and UNICEF is encouraged.

- Sweden, CRC, CRC/C/84 (1999) 29 at para. 147.

The impact of budgetary cuts on the child's right to education is of concern. The restoration of higher levels of funding for remedial education and extended coverage to children in need of special assistance are encouraged. The policy on access to day-care services for children of unemployed parents should be reviewed taking into consideration the child's right to education and leisure activities, particularly as it relates to current efforts to increase the educational role of pre-school and day-care centres.

- Yemen, CRC, CRC/C/84 (1999) 33 at paras. 178 and 179.

Paragraph 178

The persistence of high school drop-out, repetition, absenteeism and illiteracy rates as well as the low enrolment rate and limited access to education in rural and remote areas remain of concern. Concern is also expressed at the shortage of trained teachers, insufficient school infrastructure, lack of basic equipment, outdated school curricula and gender and geographic disparities in school attendance. It is recommended that all appropriate measures be taken to, *inter alia*, improve the school infrastructure and update its equipment; to accelerate the implementation of the compulsory education

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system; to improve access to education for boys and girls, including of the most vulnerable groups; and to strengthen training programmes for the teaching personnel. To this effect, international cooperation from, *inter alia*, UNESCO and UNICEF should be sought.

Paragraph 179

The teaching of human rights should be incorporated in the school curricula, especially within the framework of the United Nations Decade for Human Rights Education.

- Barbados, CRC, CRC/C/87 (1999) 9 at paras. 46, 57 and 60.

Paragraph 46

The growing gender bias faced by boys as shown in, among other areas, academic underachievement by boys and difficulties in placing boys for adoption is of concern. At the same time the rate of girls who attempt or commit suicide is particularly high. Efforts should be increased to address discrimination arising from the inappropriate socialization of boys and girls into inappropriate gender roles and the resulting determination of social attitudes concerning children based on gender.

Paragraph 57

The practical implementation of educational reforms and of the policy to provide textbooks to all school children is of concern, as are the determination of the child's academic ability at the early age of 11 and the growing incidence of educational underachievement among boys. Teachers should be re-trained to increase attention to child rights. Efforts should be increased to reform education. Namely, a careful study should be done on the impact of writing secondary school entrance exams at the age of 11; and recent reform initiatives should be evaluated. If necessary, international assistance should be sought from UNICEF, with a view to increasing the quality and relevance of education.

Paragraph 60

The conditions experienced by children deprived of their liberty, both in Industrial Schools and in separate facilities at the adult prison, and in particular the lack of sufficient provision for education and rehabilitation services, are of concern. In-depth research should be conducted and information should be gathered about the situation and outcome of children held in the Industrial Schools and in prison.

- Saint Kitts and Nevis, CRC, CRC/C/87 (1999) 17 at para. 89.

The high drop out rates for males in the upper grades of primary school, the poor reading ability of primary school males, the high incidence of truancy, the lack of relevant learning material, the insufficient numbers of trained and qualified teachers and the tendency towards teaching methods that are almost exclusively exam oriented are matters of concern. Educational programmes should be

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reviewed with a view to improving its quality and relevance and ensuring that students receive an adequate mix of academics and life skills, including communication, decision-making and conflict-resolution skills. Additional measures should be implemented to encourage children, especially boys, to stay in school, particularly during the period of compulsory education. In this regard, all the necessary measures should be taken to ensure the full implementation of the policy regarding the readmission of teenage mothers into the school system in all regions of the territory. The accelerated implementation of the Caribbean Community Multi-agency Health and Family Life Education Project, which facilitates the retraining of teachers as well as the development of appropriate curricula and public education campaigns, is encouraged. The educational system should also be strengthened through closer cooperation with UNICEF and UNESCO.

- Honduras, CRC, CRC/C/87 (1999) 26 at para. 124.

The low enrolment rates, especially in rural and remote areas, high drop-out rates from primary and secondary schools, and the lack of attention to the special needs of working children and children with disabilities remain of concern. Efforts should be continued in the field of education by strengthening educational policies and the system in order to reduce regional disparities in access to education and to establish retention programmes and vocational training for drop-outs. Technical assistance in this area should be considered from UNESCO.

- Benin, CRC, CRC/C/87 (1999) 35 at paras. 146, 159 and 162.

Paragraph 146

The insufficient measures adopted to ensure that all children are guaranteed access to education and health services and are protected against all forms of exploitation remain of concern. Of particular concern are certain vulnerable groups of children, including children with disabilities, particularly mental disabilities, girls, particularly “Vidomegons”, children living in remote rural areas, children living in extreme poverty, children living and/or working on the street, refugee and asylum-seeking children, children in the juvenile justice system, children born out of wedlock, children of incestuous relations and institutionalized children. Efforts should be increased to ensure implementation of the principle of non-discrimination, particularly as it relates to these vulnerable groups.

Paragraph 159

The practices of denying access to education to girls and resisting the new educational policies based on the assertion that the nonpayment of school fees for girls impacts negatively on school budgets are of concern. In this connection, there is also the concern that some children, including those living in poverty and in remote rural communities, still do not have access to education. With respect to the general situation of education, the extent of overcrowding; high dropout, illiteracy and repetition rates; lack of basic training materials; poorly maintained infrastructure and equipment; shortages of

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textbooks and other materials; and the limited number of trained teachers are noted with concern. Efforts by the government to promote the school attendance of girls and to introduce measures to limit the impact of its policy concerning the nonpayment of fees for girls on school budgets are encouraged. All appropriate measures should be taken to improve the quality of education and to provide access to all children. The educational system should be strengthened through closer cooperation with UNICEF and UNESCO. Additional measures should be implemented to encourage children to stay in school, at least during the period of compulsory education.

Paragraph 162

Programmes should be introduced within the school environment to educate children about the harmful effects of narcotic drugs and psychotropic substances. Technical assistance should be sought from, *inter alia*, UNICEF, WHO and the United Nations International Narcotics Control Board.

- Chad, CRC, CRC/C/87 (1999) 45 at paras. 196 and 197.

Paragraph 196

The very high illiteracy rates, the low enrolment rate and limited access to education, especially in rural areas, the shortage of trained teachers, insufficient school infrastructure and equipment, and gender disparities in school attendance are matters of concern. All appropriate measures should be undertaken to improve the quality of and access to education, especially for the most vulnerable groups of children, and to reinforce training programmes for teaching personnel. Efforts should be increased to include the environment, peace education and human rights in the school curriculum, especially within the framework of the United Nations Decade for Human Rights.

Paragraph 197

Of concern is the family preference for negotiated settlement of incidents of sexual abuse and exploitation of girls by teachers that does not provide adequate protection and may lead to double victimization. This issue should be reviewed to ensure that priority is given to protection from sexual abuse and exploitation, taking fully into account the best interests of the child, and perpetrators should be appropriately sanctioned.

- Nicaragua, CRC, CRC/C/87 (1999) 54 at paras. 240 and 241.

Paragraph 240

The lack of adequate infrastructure, qualified staff and specialized institutions for children with disabilities is of concern. In light of the Standard Rules on the Equalization of Opportunities for Persons with Disabilities (General Assembly resolution 48/96) and of the Committee's recommendations adopted at its day of general discussion on "Children with disabilities" (CRC/C/69), the State party should develop early identification programmes to prevent disabilities, implement

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alternative measures to the institutionalization of children with disabilities, envisage awareness-raising campaigns to reduce discrimination against them, establish special education programmes and centres for them, encourage their inclusion in the educational system and in society, and establish adequate monitoring of private institutions.

Paragraph 241

The high drop-out rates from primary and secondary schools, especially in rural areas, the poor condition of schools and the scarcity of textbooks remain of concern. Efforts should be continued in the field of education by strengthening educational policies and the system in order to establish retention programmes and vocational training for drop-outs, to improve school infrastructure, to continue with curricular reform, including teaching methodologies, to eradicate urban/rural disparities with reference to school enrolment and attendance, and to implement special education programmes, taking into account the needs of working children.

- Russian Federation, CRC, CRC/C/90 (1999) 18 at paras. 84, 85, 111, 112, 127 and 128.

Paragraph 84

The growing disparities between regions, including notably the far north, and between urban and rural children, in legislation, budgetary allocations, policies and programmes regarding health, education and other social services remain of concern, as does the situation of children in need of special protection.

Paragraph 85

The disadvantaged situation of girls in rural areas, particularly with regard to access to education, health and protection from sexual abuse and exploitation, is of concern.

Paragraph 111

The growing drop-out rates, the reduction in enrolment rates for vocational and technical secondary education - especially among girls - and the deterioration of school infrastructure and of the conditions of service for teachers, including low wages and delays in payment, remain of concern.

Paragraph 112

The collection of information on drop-out rates and their causes, and on the situation of children expelled for disciplinary reasons is encouraged. Efforts to shelter the education system from the impact of the economic crisis and, in particular, to give further attention to the conditions of service of teachers, should be continued. The subject of human rights, including children's rights, should be introduced into the school curricula as an independent subject.

Paragraph 127

The living conditions of ethnic minorities, especially in the north, and their access to health,

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educational and other social services and the growing incidence of societal discrimination against children belonging to ethnic minorities are of concern.

Paragraph 128

All the necessary measures to protect minority children from discrimination and to guarantee their full access to educational, health and other social services should be taken.

- Vanuatu, CRC, CRC/C/90 (1999) 29 at paras. 154, 156 and 157.

Paragraph 154

The insufficient efforts that have been made thus far to protect the rights of children with disabilities are of concern. The necessary resources should be allocated to programmes and facilities for children with disabilities. In the light of the Standard Rules on the Equalization of Opportunities for Persons with Disabilities (General Assembly resolution 48/96) and the Committee's recommendations adopted at its day of general discussion on "The rights of children with disabilities," the state party should develop early identification programmes to prevent disabilities, establish special education programmes for children with disabilities and further encourage their integration into the educational system and their inclusion in society. In this connection, technical cooperation for the training of persons working with and for children with disabilities from UNICEF and the WHO should be sought.

Paragraph 156

That primary education is not compulsory and free to all children is a matter of grave concern. The limited access to education, the low rate of enrolment of girls, the low literacy rate, the poor quality of education, the general lack of relevant learning material and other resources, and the insufficient numbers of trained/qualified teachers are also of concern. It is strongly recommended that a study of the educational system be undertaken with a view to improving access to education at all levels of the system, increasing the enrolment rate of girls, particularly at the secondary level, introducing local languages as additional tools of instruction, and improving the overall quality of education. Technical cooperation from UNICEF and UNESCO should be sought.

Paragraph 157

Given the limited access to secondary education and the resulting early employment of children, a survey on child labour and economic exploitation, particularly in the informal sector should be undertaken.

- Mexico, CRC, CRC/C/90 (1999) 34 at para. 187.

The high drop-out and repetition rates in primary and secondary schools, and the disparities in access

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to education between rural and urban areas remain of concern. The situation of children belonging to indigenous groups regarding their access to education and the low relevance of the current bilingual educational programmes available for them is especially of concern. It is recommended that efforts continue to be taken to strengthen educational policies and the system in order to reduce regional disparities in access to education and to strengthen ongoing retention programmes and vocational training for drop-out students. Effective measures should continue to be taken to improve the educational situation of children belonging to the most vulnerable groups, in particular, with regard to bilingual education programmes for children belonging to indigenous groups. Technical assistance should be sought, in this area from UNICEF and UNESCO.

- Mali, CRC, CRC/C/90 (1999) 43 at paras. 211 and 223.

Paragraph 211

It is encouraged that public awareness of the participatory rights of children and respect for the views of the child within schools, families, social institutions, and the care and judicial systems continue to be promoted.

Paragraph 223

It is of concern that many children, particularly girls, still don't attend school. With respect to the general situation of education: the extent of overcrowding; high drop-out, illiteracy and repetition rates; lack of basic training materials; poorly maintained infrastructure and equipment; shortages of text books and other materials; and the insufficient number of trained teachers, remain of concern. Efforts to promote school attendance of girls are encouraged and additional measures should be taken to encourage children to stay in school, at least during the period of compulsory education. All appropriate measures should be taken to improve the quality of education and to provide access for all children. In this connection, the educational system should be strengthened through closer cooperation with UNICEF and UNESCO.

- The Netherlands, CRC, CRC/C/90 (1999) 53 at paras. 245 and 253.

Paragraph 245

The participation of children in decision-making processes in all matters affecting them should continue to be promoted. In this regard, training programmes for local officials and other decision-makers should be developed to enable them to take adequately into consideration the opinions of children presented to them, with particular emphasis on involving and reaching vulnerable groups, such as children of ethnic minorities. More attention should be given to the promotion of child participation in primary schools.

Paragraph 253

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Efforts should be continued to prevent bullying in schools, to collect information on the extent of this phenomenon and, in particular, to strengthen structures to enable children to participate in adequately addressing and resolving this problem.

- India, CRC, CRC/C/94 (2000) 10 at paras. 52, 53, 88-90, 93 and 94.

Paragraph 52

The State party's commitment to increase budgetary allocation for education from 4 per cent to 6 per cent of the national budget is welcomed. However, insufficient attention has been paid to article 4 of the Convention regarding the implementation to the "maximum extent of ... available resources" of the economic, social and cultural rights of children.

Paragraph 53

The State party should develop ways to establish a systematic assessment of the impact of budgetary allocations on the implementation of child rights and to collect and disseminate information in this regard. The State party should ensure the appropriate distribution of resources at the central, state and local levels, and where needed, within the framework of international cooperation.

Paragraph 88

Concern is expressed at the prevailing poor situation in the State party with respect to education, which is characterized by a general lack of infrastructure, facilities and equipment, insufficient numbers of qualified teachers and a drastic shortage of text books and other relevant learning materials. There is serious concern regarding the striking disparities in terms of access to education, attendance at primary and secondary levels and drop-out rates between: different states, rural and urban areas, boys and girls, the affluent and poor, and children belonging to scheduled castes and tribes. The importance of focusing attention on improving the provision and quality of education is emphasized, especially in view of its potential benefit for addressing various concerns, including the situation of girls and reducing the incidence of child labour.

Paragraph 89

In line with the 1993 and 1996 Supreme Court decisions (*Unni Krishnan*; and *M.C. Mehta vs. State of Tamil Nadu and Others*, respectively), the State party should implement measures designed to comply with article 45 of the Constitution, which mandates free and compulsory education for all children up to 14.

Paragraph 90

The State party should undertake studies on and develop measures to address the prevailing disparities in access to education; to improve the quality of teacher training programmes and the school environment; to ensure that the quality of non-formal education schemes is monitored and guaranteed, and that working and other children who participate in such schemes are integrated into

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mainstream education. The State party should ensure and facilitate opportunities for the most vulnerable groups of children to proceed to secondary education.

Paragraph 93

Although refugee children attend school on a *de facto* basis, there is no legislation which entitles these children to education.

Paragraph 94

Comprehensive legislation should be adopted to ensure adequate protection of refugee and asylum-seeking children, including in the field of physical safety, health, education and social welfare.

- Sierra Leone, CRC, CRC/C/94 (2000) 24 at paras. 172, 180-184 and 192.

Paragraph 172

The State party's efforts to include children with disabilities in the mainstream education process is supported. These efforts should be pursued.

Paragraph 180

Deep concern is expressed about the right to education of children in the State party. The drastic fall in the number of primary schools, with the remaining schools concentrated primarily in the main towns to the exclusion of the rural population, is a particular concern. That 70 per cent of primary schoolteachers are not qualified and the very high drop-out rates of children from primary school are matters of concern. In addition, while recognizing the State party's efforts to provide free education to children in the first three years of primary school, it is noted that the State party's assistance to pupils and parents only covers school fees and does not provide for other education related costs. Children in other classes must carry the entire burden of the cost of their education.

Paragraph 181

Recognizing the efforts made to establish schools in displaced persons camps and to raise the levels of enrolment among both girls and boys, the State party is urged to rapidly reopen primary schools in all regions of the country, including in rural areas, so as to ensure that every child has access to primary education. With a view to assuring a better quality of education, the State party is urged to encourage trained teachers who have left the State party to return. Teacher training courses should be strengthened so as to increase the number and standard of teachers, and sufficient resources should be invested in the education system to provide adequate school facilities, materials and salaries for teachers. The State party is urged to ensure that education is entirely free for all students, including through the provision of assistance to purchase uniforms and school books.

Paragraph 182

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The State party's efforts to integrate peace education, civil education and human rights into its teacher training programmes and school curricula are encouraged. This process should be continued and expanded to include child rights. The State party should ensure that every child receives such an education.

Paragraph 183

Concern is expressed about the very high rate of illiteracy among women and the extremely low levels of primary school enrolment and graduation among girls.

Paragraph 184

Every effort should be made to increase the enrolment and graduation rates of girls in primary education, *inter alia* through the promotion of children's rights in rural communities and through the enforcement of compulsory primary education requirements.

Paragraph 192

The State party is urged to make every effort to support unaccompanied children through, *inter alia*, family tracing activities and assistance in gaining access to health services, schools or vocational training activities, as appropriate.

- Costa Rica, CRC, CRC/C/94 (2000) 37 at paras. 223, 225, 232 and 233.

Paragraph 223

Cuts in social expenditure and their negative impact on health, education and other traditional welfare areas for children are a concern. In the light of articles 2, 3 and 4 of the Convention, the State party take effective measures to allocate the maximum extent of available resources for social services and programmes for children, and particular attention should be paid to the protection of children belonging to vulnerable and marginalized groups.

Paragraph 225

Domestic legislation has provisions guaranteeing the participatory rights of children. However, concern remains that in practice these rights are not sufficiently implemented. In the light of articles 12 to 17 and other related articles of the Convention, further efforts should be made to ensure the implementation of the participatory rights of children, especially their rights to participate in the family, at school, within other institutions and in society in general. Awareness raising among the public at large, as well as educational programmes on the implementation of these principles, should be reinforced in order to change traditional perceptions of children as objects and not as subjects of rights.

Paragraph 232

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The State party should develop early identification programmes to prevent disabilities, implement alternative measures to the institutionalization of children with disabilities, envisage awareness-raising campaigns to reduce discrimination against them, establish special education programmes and centres as needed and encourage their inclusion in the educational system and society, and establish adequate monitoring of private institutions for children with disabilities.

Paragraph 233

With regard to education, the State party's budget allocation to education is one of the highest among developing countries. However, concern remains that there is an increase in drop-out rates between primary and secondary school, due to the limited relevance of the school curricula, as well as to economic and social factors, such as the early insertion of children in the informal labour market. Concern is also expressed about discrepancies in access to education between urban and rural areas and the decrease in the quality of schools infrastructure. It is recommended that the State party continue with its efforts in the field of education by strengthening its educational policies and system in order to reduce regional disparities in access to education and to establish retention programmes and vocational training for drop-out students.

See also:

- Peru, CRC, CRC/C/94 (2000) 64 at paras. 369, 376 and 378.
 - South Africa, CRC, CRC/C/94 (2000) 81 at para. 445.
 - Cambodia, CRC, CRC/C/97 (2000) 64 at para. 379.
 - Malta, CRC, CRC/C/97 (2000) 75 at para. 435.
 - Colombia, CRC, CRC/C/100 (2000) 64 at para. 373.
 - Marshall Islands, CRC, CRC/C/100 (2000) 89 at para. 532.
 - Lithuania, CRC, CRC/C/103 (2001) 47 at para. 289.
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- The Former Yugoslav Republic of Macedonia, CRC, CRC/C/94 (2000) 45 at paras. 259, 271, 272, 280-283, 288 and 289.

Paragraph 259

Official birth registration is a fundamental first step towards securing the rights of a child to a name and nationality, whether in the State of birth or in another State, and to gaining access to social assistance, health, education and other services.

Paragraph 271

While aware of the State party's efforts to integrate children with disabilities into formal education and into regular recreation programmes, concern remains that children with disabilities are excluded from many activities. The quality of educational, health and other facilities available is a concern.

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Paragraph 272

Further efforts should be made to integrate children with disabilities into educational and recreational programmes currently used by children without disabilities. With particular reference to article 23 of the Convention, it is further recommended that the State party continue with its programmes to improve the physical access of children with disabilities to public service buildings, including schools, review the facilities and assistance available to children with disabilities and in need of special services, and improve these services in accordance with the provisions and spirit of the Convention.

Paragraph 280

Recent increases in the enrolment of children in primary schools and other increases in secondary and university enrolment are noted. However, a significant proportion of school-aged children do not attend primary and, notably, secondary school. Specifically, the low proportion of girls in general, and children from the Roma minority in particular, who enrol in educational establishments at all levels is a concern. Concern is also expressed about the low numbers of children from all minority groups who enrol at the secondary school level. The extremely high drop-out rates of girls from primary and secondary education is a concern.

Paragraph 281

The State party should increase the enrolment levels of all children from minorities in primary and secondary schools, with special attention to girls in general and children from the Roma minority in particular.

Paragraph 282

Concern is expressed that many primary and secondary schools are under-resourced and, in particular, that primary and secondary school education available in minority languages is of a lower standard than that available in the Macedonian language. The Committee notes further the inevitable effect of poor primary and secondary education in discouraging enrolment, raising the number of children who drop out and limiting the numbers of children from minorities who are able to pass examinations leading to university education.

Paragraph 283

With reference to articles 2 and 28 of the Convention, and with a view to ensuring an equal standard of educational services in all schools, to encouraging increased enrolment, to discouraging children from dropping out and to increasing the numbers of children from minorities who follow higher education, the State party should review the allocation of financial and other resources to all primary and secondary schools, with particular attention to raising the quality of education in minority language schools. The State party should consider increasing the numbers of hours of teaching of the Macedonian language in minority language schools, on a voluntary basis, with a view to ensuring that children who are minority language speakers are able to participate on a more equal level with Macedonian-speaking children at higher education levels at which entrance examinations and teaching are conducted primarily in the Macedonian language. The curricula in all schools should include a

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greater focus on the personal development and vocational training of students and on inter-ethnic tolerance.

Paragraph 288

The Committee is concerned at the reported incidence of child labour within the State party, and notes that the labour of children under 15 may also prevent these children from attending primary school, and that this is particularly prevalent among certain minority groups.

Paragraph 289

Cases of economic exploitation of children, in particular of street children should be addressed, including through the enforcement of primary school attendance obligations and through efforts to raise secondary school attendance.

- Armenia, CRC, CRC/C/94 (2000) 53 at paras. 329, 338, 339 and 341.

Paragraph 329

The State party is encouraged to develop special education programmes for children with disabilities.

Paragraph 338

In line with the Committee on Economic, Social and Cultural Rights (E/C.12/1/Add.39), the Committee is concerned at the decline in budgetary allocation to the education sector, and the deterioration in the quality of education. The persistence of high drop-out, repetition and absenteeism rates are of concern, as is the poor access to education in rural areas. Moreover, in line with the Committee on the Elimination of Racial Discrimination (CERD/C/304/Add.51), the Committee expresses its concern that the requirement for teaching in the Armenian language may in practice deny full access to education to ethnic and national minorities. Low wages have forced teachers to offer private tuition, creating a two-tier system of education.

Paragraph 339

All necessary measures should be taken to allocate the required resources (i.e. human and financial) to improve access to education for the most vulnerable groups of children, and to ensure that the quality of education is monitored and guaranteed. The State party should strengthen its educational policies and system in order to establish retention programmes and vocational training for drop-out students. Greater efforts should be directed to improving the quality of teacher training programmes and improving the school environment. Due regard should be paid to the aims of education laid down in article 29 and human rights, including the Convention on the Rights of the Child, should be introduced into the school curricula, including at the primary school level.

Paragraph 341

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The State party should continue its efforts to teach the Armenian language to refugee children and to address the trend of school drop-out among refugee adolescents.

- Peru, CRC, CRC/C/94 (2000) 64 at paras. 369 and 378.

Paragraph 369

Concern is expressed at the existing patterns of gender and racial discrimination; at the marginalization of children belonging to indigenous populations; and at the precarious situation of children from the rural highlands and the Amazonia region, especially regarding their limited access to education and health services.

Paragraph 378

Concern is expressed about the high drop-out and repetition rates in primary and secondary school, and about the disparities in the access to education between rural and urban areas. The limited access to education for children belonging to indigenous groups and the low relevance of the current bilingual educational programmes available for them are of particular concern. In light of articles 28, 29 and other related articles of the Convention, it is recommended that the State party continue with its efforts to strengthen its educational policies and system in order to improve ongoing retention programmes and vocational training for drop-outs; to extend school coverage and to improve school quality, making schools more responsive to geographical and cultural diversity; and to improve the relevance of bilingual education programmes for children belonging to indigenous groups.

- Grenada, CRC, CRC/C/94 (2000) 72 at paras. 388, 396 and 408.

Paragraph 388

The State party's initiatives in the school environment are appreciated. The establishment of a school nutrition programme for children enrolled at the pre-school and primary school levels, and the textbook programme established to help children from economically disadvantaged families acquire books and other relevant learning materials are welcomed. The establishment of the Programme for Adolescent Mothers, which offers educational programmes, skills-training and child-care services to pregnant teenagers and teenage mothers who are no longer in the school system is noted with appreciation. The introduction of Health and Family Life Education as a core subject in the primary school curriculum is welcomed.

Paragraph 396

While acknowledging the difficulties that girls continue to face in many areas, concern is expressed about the situation of boys, particularly in regards to their "low self-esteem" and academic under-achievement in comparison to that of girls. A study should be undertaken on child rearing practices and how they affect boys and girls. Programmes should be implemented to address the self-esteem

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of boys and address discrimination arising from the socialization of boys and girls into rigid gender roles and the resulting determination of family and social attitudes concerning children based on gender.

Paragraph 408

Concern is expressed about the high incidence of truancy (in particular for boys), limited access to secondary education, lack of relevant learning material, insufficient numbers of trained qualified teachers, and the tendency towards the use of teaching methods that are almost exclusively examination oriented. Concern is also expressed at the increasing incidence of violence among students. Insufficient resources have been allocated to ensure the sustainability of the school nutrition programme. The lack of health and counselling services in schools are a concern. It is recommended that the State party review its educational programme with a view to improving its quality and relevance and ensuring that students are taught an adequate mix of academic subjects and life skills, including communication, decision-making and conflict resolution skills. All appropriate measures should be taken to increase access to secondary education. It is further recommended that the State party seek to implement additional measures to encourage children, especially boys, to stay in school, particularly during the period of compulsory education. In this regard, the State party is urged to take all necessary measures to ensure that adequate resources are allocated to the school nutrition programme and that adequate health and counselling services are made available in schools.

- South Africa, CRC, CRC/C/94 (2000) 81 at paras. 421, 431 and 447.

Paragraph 421

The State party's initiatives within the school environment are appreciated. In this regard, the Committee welcomes the enactment of the South African Schools Act (1996) which has led to enhanced participatory rights for children within the educational system; the right of children to choose their own language of learning (multilingualism); and the abolition of corporal punishment in schools. The establishment of an integrated National Primary School Nutrition Programme intended to encourage enrolment and facilitate attendance of all children, especially those from economically disadvantaged families is welcomed. It is noted that under "Curriculum 2005", additional initiatives are envisaged within the school environment, including programmes to encourage non-discrimination and facilitate inclusion, especially of children with disabilities and those with HIV/AIDS. "Curriculum 2005" also aims to address the inequalities within the educational system established during apartheid.

Paragraph 431

It is noted that the principle of non-discrimination (article 2) is reflected in the new Constitution as well as in domestic legislation. That insufficient measures have been adopted to ensure that all children are guaranteed access to education, health and other social services is still a concern. Of particular concern are certain vulnerable groups of children, including Black children; girls; children

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with disabilities, especially those with learning disabilities; child workers; children living in rural areas; children working and/or living on the streets; children in the juvenile justice system; and refugee children. Efforts should be increased to ensure implementation of the principle of non-discrimination and full compliance with article 2 of the Convention, particularly as it relates to the vulnerable groups.

Paragraph 447

While noting that the law provides for compulsory education between the ages of 7 and 15 years, concern is expressed that primary education is not free. Concern is also expressed that inequality in access to education remains in some areas, particularly among Black children, girls and children from economically disadvantaged families, many of whom still do not attend school. The continued practice of discrimination in some schools, particularly against Black children in racially mixed schools, is a concern. With respect to the general situation of education, the following is noted with concern: the extent of overcrowding in some areas; high drop-out, illiteracy and repetition rates; lack of basic training materials; poorly maintained infrastructure and equipment; shortages of textbooks and other materials; insufficient number of trained teachers, particularly in traditionally Black communities; and low morale of teachers. Many children, especially in Black communities, do not enjoy the right to leisure, recreation and cultural activities. The State party is encouraged to continue its efforts to promote and facilitate school attendance, particularly among previously disadvantaged children, girls and children from economically disadvantaged families. In light of article 28 of the Convention, effective measures should be taken to ensure that primary education is available free to all. Additional measures should be taken to ensure non-discrimination within the school environment. Furthermore, effective measures should be taken to improve the quality of education and to provide access for all children within the State party. The State party is further urged to implement additional measures to encourage children to stay in school, at least during the period of compulsory education.

- Islamic Republic of Iran, CRC, CRC/C/97 (2000) 8 at paras. 42, 63, 68, 69 and 73.

Paragraph 42

The discriminatory social attitudes towards the education of girls, primarily in rural areas, results in low school enrolments and high drop-out rates, and in early and forced marriages.

Paragraph 63

Existing policies and practices in relation to children with disabilities should be reviewed, taking due regard of the Standard Rules on the Equalization of Opportunities for Persons with Disabilities (General Assembly resolution 48/96) and of the Committee's recommendations adopted on its day of general discussion on children with disabilities (CRC/C/69), and ensure that they enjoy all the rights contained in the Convention. The State party is encouraged to make greater efforts to promote community-based rehabilitation programmes and inclusive education.

Paragraph 68

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The aims of education as presented in the report do not adequately reflect the aims outlined in article 29 of the Convention, particularly in regard to the development and respect for human rights, tolerance, and equality of the sexes and religious and ethnic minorities.

Paragraph 69

The State party should take due regard of the aims of education laid down in article 29 and consider introducing human rights, including the Convention on the Rights of the Child, into the school curricula, including at the primary school level. The State party is encouraged to seek assistance from UNICEF, UNESCO and relevant NGOs, among others.

Paragraph 73

The age for the end of compulsory education to the minimum age of admission to employment as set out under article 79 of the Labour Act should be raised.

See also:

- Jordan, CRC, CRC/C/97 (2000) 31 at paras. 175 and 190.

- Georgia, CRC, CRC/C/97 (2000) 18 at paras. 100, 128, 129, 131 and 132.

Paragraph 100

It is noted with concern that the principle of non-discrimination is not adequately implemented with respect to certain vulnerable groups of children, including children living in conflict areas, children living in institutions, children living in the mountainous regions, children with disabilities, children of single parent families, children of poor families, children in conflict with the law, children living and/or working on the streets, refugee children and internally displaced children. Their limited access to adequate health, education and other social services is a concern.

Paragraph 128

While the Constitution provides for the right to education and while the 1997 Education Act was adopted with a view to improving the situation of education in the State party, concerns remain about the situation of education, particularly of children in conflict zones and the mountainous regions. In this connection, concern is expressed about the impact of the economic situation on the education system; the decline in enrolment and attendance rates, particularly at the secondary level; the poor infrastructure, including inadequate heating, classrooms and other facilities for instruction; the limited availability of learning materials; insufficient resources, both human and financial; and inadequate instruction in local languages. It is noted with concern that the current economic conditions in the State party and the increasing cost of child care services have led to a significant decline in the enrolment of children in pre-school.

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Paragraph 129

All appropriate measures should be taken, including the allocation of adequate financial, human and technical resources, to improve the situation of education and ensure that all children enjoy the right to education. Additional measures should be implemented to encourage children to stay in school, particularly during the period of compulsory education, and to facilitate pre-school education. The State party is encouraged to take all appropriate measures to improve the quality of teaching, to develop child-friendly schools, and to facilitate the introduction of traditional languages into the school curricula. It is recommended that the State party seek to strengthen its educational system through closer cooperation with UNICEF and UNESCO.

Paragraph 131

All appropriate measures should be taken to protect the rights of refugee, asylum-seeking and unaccompanied children and to facilitate their access to adequate housing, education, health and other social services. In this regard, the State party should consider the adoption of legislation on asylum-seekers.

Paragraph 132

Note is taken of the State party's efforts, in cooperation with UNHCR, to provide humanitarian assistance to internally displaced persons, including free health care and education for children. However, their situation remains a concern.

See also:

- Suriname, CRC, CRC/C/97 (2000) 84 at para. 495.
- Djibouti, CRC, CRC/C/97 (2000) 96 at paras. 548, 549 and 568.

- Jordan, CRC, CRC/C/97 (2000) 31 at paras. 199, 200, 202 and 203.

Paragraph 199

Noting the significant achievements by the State party in improving access to education, attention should be focused on improving quality in this sector. Concern is expressed about the persistence of high drop-out and absenteeism rates, especially at the secondary level, due to, *inter alia*, lack of interest in school and poverty.

Paragraph 200

The required resources should continue to be allocated, human and financial, to repairing and upgrading infrastructure, equipment and teaching materials and improving teachers' salaries, particularly in rural areas. The State party should undertake a process of curriculum reform which stresses the importance of critical thinking and the development of problem-solving skills. Retention programmes and vocational training should be established for drop-outs. The State party should

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promote the importance of early childhood care and development programmes, especially among low-income households, and encourage informal community schemes in this regard. The State party is urged to continue to promote the participation of parents and communities in school governance, to improve enrolment rates and to monitor the quality of education. The State party is encouraged to seek assistance from UNICEF, the United Nations Educational, Scientific and Cultural Organization (UNESCO) and relevant NGOs.

Paragraph 202

The State party is encouraged to continue and expand its efforts to provide education for refugee children.

Paragraph 203

The Committee remains concerned that children living in remote areas, particularly in Bedouin communities, are often kept out of school to help with farming.

- Norway, CRC, CRC/C/97 (2000) 43 at paras. 229, 230, 235, 236, 253-255, 257 and 259.

Paragraph 229

The State party's efforts to ensure that children within Norwegian jurisdiction, including those whose presence is not in line with legal requirements, benefit from the rights defined in the Convention are welcomed. Nevertheless, concern is expressed that this principle is not established in all relevant domestic legislation, that the absence of a legal guarantee may deprive some children without Norwegian nationality of their rights, and that some limitations are placed on these children's access to health and education services.

Paragraph 230

The full, including long-term, impact of this situation on the rights of children without Norwegian nationality and without legal status living within Norwegian jurisdiction should be considered. The State party is encouraged to consider amendments to national legislation which would ensure the full applicability of article 2 of the Convention.

Paragraph 235

Concern is expressed about the approach taken by the State party in Act No. 61 of 17 July 1998 relating to primary, lower secondary and upper secondary education. This Act introduces a new common curriculum on "Religions, Knowledge and Ethical Education", which may be discriminatory. The Committee is concerned notably by the process of providing for exemptions to those children and parents who do not wish to participate in parts of the teaching.

Paragraph 236

The implementation of the new curriculum should be reviewed and an alternative exemption process

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should be considered.

Paragraph 253

The Committee joins the State party in expressing concern at limitations, and the lack of specialization, in the educational background of some teachers and notes that such limitations have a negative impact on education and pupils and are a consequence of numerous factors, including teachers' low salaries.

Paragraph 254

The impact of low teachers' salaries and other factors on education in the State party should be studied and efforts should be made to address the problems identified.

Paragraph 255

That many Roma children and the children of other itinerant groups in the State party do not complete the required years of obligatory education is of concern.

Paragraph 256

Means of making formal education more accessible to children who travel for a part of the year should be explored, such as through the use of mobile communications facilities and distance learning programmes.

Paragraph 257

Concern is expressed about the delays in the processing of asylum applications and about the fact that some child applicants are not integrated into local education systems.

Paragraph 259

The State party should make further efforts to ensure the rapid integration of children into the normal school system.

- Kyrgyzstan, CRC, CRC/C/97 (2000) 51 at paras. 308, 309, 318, 319 and 322.

Paragraph 308

The prevailing poor situation of children with disabilities is a concern. In particular, concern is expressed about the practice of institutionalizing children with disabilities, and about the fact that access to services such as rehabilitation and education are limited and severely strained.

Paragraph 309

Existing policies and practice should be reviewed in relation to children with disabilities, taking due

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regard of the Standard Rules on the Equalization of Opportunities for Persons with Disabilities (General Assembly resolution 48/96) and of the Committee's recommendations adopted on its day of general discussion on children with disabilities (CRC/C/69), and ensure that they enjoy all the rights contained in the Convention. The State party should provide early childhood care and special education for children with disabilities; develop entry-grade detection capacity within the primary school system; and provide services for children with learning disabilities and behavioural disorders. Awareness campaigns which focus on prevention, inclusive education, family care and the promotion of the rights of children with disabilities need to be undertaken.

Paragraph 318

Concern is expressed about the deterioration in the quality of education, especially infrastructure, teaching and curricula. Declining pre-school enrolment and the persistence of high drop-out, repetition and absenteeism rates in primary and secondary schools are of concern.

Paragraph 319

All necessary measures should be taken to allocate the required resources, both human and financial, to implement effectively the Education for All Programme. The State party should take due regard of the aims of education laid down in article 29, and consider introducing human rights, including the Convention on the Rights of the Child, into the school curricula, including at the primary level. The importance of early childhood care and development programmes should be promoted, especially among low-income households, and in this regard informal community schemes should be stimulated. The State party should promote the participation of parents and communities, especially ethnic minorities, in school governance to improve enrolment rates and monitor the quality of education.

Paragraph 322

The negative effects of the current economic crisis have resulted in an increasing number of children dropping out of school and taking up work and are of concern.

See also:

- Tajikistan, CRC, CRC/C/100 (2000) 53 at paras. 309 and 310.

- Cambodia, CRC, CRC/C/97 (2000) 64 at paras. 347, 348, 384 and 385.

Paragraph 347

While most of the State party's infrastructure and social services were destroyed as a result of

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decades of war, concern is expressed about the insufficient attention paid to the provisions of article 4 of the Convention concerning budgetary allocations to the “maximum extent of ... available resources”.

Paragraph 348

Priority should be given to ensuring that the maximum available resources are allocated to health, education and social services for children and that particular attention is paid to the protection of children belonging to vulnerable and marginalized groups. In this regard, the State party is encouraged to continue and foster open cooperation with the international community, in particular within the coordinated framework of the donors' Consultative Group on Cambodia.

Paragraph 384

While welcoming the current efforts being carried out by the State party, in cooperation with international agencies, to improve its educational system, concern is expressed about the fact that primary education is not compulsory; that although enrolment rates in primary school are relatively high, equal access to quality education is not ensured owing to a lack of schools in rural and remote areas; that there are gender disparities in school attendance; that there are high repetition and drop-out rates; and that a majority of children belonging to minority groups do not have access to any form of education.

Paragraph 385

The State party should continue to undertake effective measures to make primary education free and compulsory for all children; to increase the enrolment rates and decrease drop-out and repetition rates; to increase access to schools, in particular for poor children, girls, children belonging to minority groups and children living in remote areas. It is further recommended that the State party continue to take measures to improve its education system by increasing budget allocations for the education sector; providing training to upgrade teachers' skills; making the school curricula more relevant to children's needs; expanding opportunities for vocational training and non-formal education, including at pre-school and secondary levels; and establishing an evaluation system to measure the effectiveness of the education system.

- Malta, CRC, CRC/C/97 (2000) 75 at paras. 434, 435 and 438-441.

Paragraph 434

While the State party has established a National Policy on Special Education for children with disabilities, concern is expressed about the fact that there is a considerable social stigma attached to this group of children and that this situation represents a barrier to their social integration.

Paragraph 438

The State party's achievements in the field of education are welcomed. However, concern is

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expressed about issues of illiteracy and absenteeism and bullying in schools.

Paragraph 439

The State party should continue strengthening its educational programme with a view to improving its quality and relevance. The State party should seek to implement additional measures to encourage children to stay in school, particularly during the period of compulsory education. Continuous training programmes should be conducted for teachers on human rights, including children's rights.

Paragraph 440

Concern is expressed at the lack of domestic legislation for the protection of unaccompanied, asylum-seeking and refugee children and on family reunification of refugees, and at the limited access of refugee children to education, health services and housing.

Paragraph 441

Legislation should be enacted on asylum procedures and family reunification of refugees and effective measures should continue to be taken to provide refugee children with access to education, health services and housing.

- Suriname, CRC, CRC/C/97 (2000) 84 at paras. 471, 472, 499 and 500.

Paragraph 471

It is noted that education is compulsory for children between the ages of 7 and 12 years and that the legal minimum age for employment is 14 years. Concern is expressed that insufficient legal and other measures have been taken to protect adequately the rights of children between the ages of 12 and 14 years, who are beyond the age of compulsory education but too young to be legally employed.

Paragraph 472

It is recommended that the State party raise the legal maximum age of compulsory education from 12 to at least 14 years to protect the rights of those children between the ages of 12 and 14 years, who are beyond the age of compulsory education but too young to be legally employed.

Paragraph 499

The efforts of the State party within the school environment are noted, including the establishment of a school nutrition programme, the introduction of school transportation in some regions of the country, the implementation of a programme that provides allowances for the rental of books and subsidies for school uniforms and other relevant learning materials for economically disadvantaged children; the establishment of a programme that allows teenage mothers to continue their education; and the decision to host a National Education Congress in December 2000. However, concerns remain about the situation of education, particularly in the interior. It is noted that there is still limited access to education, high drop-out and repetition rates, insufficient numbers of trained teachers

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actually in the classroom, insufficient schools and classrooms, and a general lack of relevant learning material. It is noted with concern that the budgetary allocations for education have been progressively reduced during the past decade. The insufficient efforts made by the State party to incorporate the use of local languages into the educational curriculum is also a matter of concern.

Paragraph 500

All appropriate measures should be taken, including the allocation of adequate financial, human and technical resources, to improve the situation of education and ensure that all children enjoy the right to education. It is further recommended that all appropriate measures be taken to increase access to education, especially as regards children living in the interior, and to encourage trained teachers to stay in teaching. Additional measures should be implemented to encourage children, especially girls in the interior and boys in urban communities, to stay in school, particularly during the period of compulsory education. The State party is encouraged to reinforce its efforts to include the use of traditional languages in the school curricula. The State party is encouraged to follow through with its proposal to host a National Education Congress to improve the overall situation of education in all regions of the country, and in this context, the Congress is strongly encouraged to include the general principles of the Convention, as well as articles 28, 29 and 31, in its discussions and recommendations to the State party. Child participation should be encouraged within the school environment, including in disciplinary matters.

- Djibouti, CRC, CRC/C/97 (2000) 96 at paras. 536, 537 and 556-559.

Paragraph 536

It is noted that the principle of non-discrimination (art. 2) is reflected in the Constitution as well as in domestic legislation. Efforts made to promote education for girls are acknowledged. Insufficient measures have been adopted to ensure that all children are treated equally and are guaranteed equal access to education, health and other social services. In this regard, the Committee is extremely concerned about the persistent discriminatory attitudes faced by girls; it is also concerned about the discrimination faced by refugee and asylum-seeking children and about the impact of ethnic discrimination. Concern is also expressed about the fact that discrimination appears to be experienced by children born out of wedlock, children with disabilities, children living and/or working on the streets, and children living in rural areas.

Paragraph 537

Efforts should be increased to ensure the implementation of the principle of non-discrimination and full compliance with article 2 of the Convention and address those cases which continue to affect all vulnerable groups, particularly girls, refugee children and those from different ethnic groups.

Paragraph 556

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The Committee is seriously concerned about the low rates of school enrolment and attendance and the high drop-out and illiteracy rates, as well as about the extent of gender disparities in this respect. It is also concerned about the limited number of trained teachers and school facilities, and further concerned by information indicating that refugee children are denied access to education outside of refugee camps.

Paragraph 557

The State party should continue its efforts to promote and facilitate school attendance, particularly among girls and refugee children. In light of article 28 of the Convention, the State party should take effective measures to ensure that primary education is available to all. The State party should improve the quality of teaching and reduce drop-out rates. The State party is encouraged to strengthen its education system by seeking further international assistance from UNICEF and UNESCO, among others.

Paragraph 558

While acknowledging the challenges faced by the State party as a result of the regional conflicts which repeatedly lead to the arrival of a disproportionate number of asylum-seekers, concern is expressed about the problems experienced by refugee children. Concern is expressed about the lack of health and education services for all refugee children, including those living outside the refugee camps.

Paragraph 559

The State party is urged to make every effort to implement the rights of refugee children, in accordance with article 22 of the Convention and of the 1951 Convention relating to the Status of Refugees and its 1967 Protocol. In light of the provisions of articles 2, 10, 24 and 28 of the Convention, an appropriate legislative and administrative framework should be developed to facilitate family reunification and adequate access to all social services and to schools for refugee children outside the camps.

- Finland, CRC, CRC/C/100 (2000) 8 at paras. 55, 56, 73-76, 83 and 84.

Paragraph 55

While acknowledging the participation of students at the upper secondary level, not enough attention is paid to the participation of children in education at the primary and lower secondary level.

Paragraph 56

The State party is encouraged to take effective measures to enhance children's participation in educational activities concerning them.

Paragraph 73

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The Committee joins the State party in expressing concern at the lay-off of teachers in some municipalities due to economic factors, which may have an adverse effect on teaching and on the quality of education.

Paragraph 74

The revised school legislation should be implemented in order to ensure equality between the different regions of the country and between the various schools and educational establishments.

Paragraph 75

It appears that education for refugee children in their language is available only in those municipalities which can provide sufficient resources.

Paragraph 76

The State party is encouraged to consider measures through which asylum-seeking and refugee children can be granted equal access to the same standard of services, in particular education, irrespective of who they are and where they live.

Paragraph 83

The high rate of school drop-outs among Roma children is a matter of concern.

Paragraph 84

Note is taken of the measures undertaken to develop special education and prevent social exclusion, such as strengthening the status of the Roma language in school teaching, developing teaching material in the Roma language and training teachers. These measures should be implemented. The State party is requested to continue its efforts in this area.

- Burundi, CRC, CRC/C/100 (2000) 17 at paras. 103, 104, 109, 110, 135-138, 149, 150, 154, 155, 162 and 163.

Paragraph 103

In light of article 4 of the Convention, deep concern is expressed at the low proportion of the national budget invested in health, education and social welfare in contravention of the World Bank's guidelines on minimum spending on these areas, and the high proportion of spending on defence.

Paragraph 104

In light of articles 2, 3 and 4 of the Convention, the proportion of spending on health, education and social welfare to the maximum of available resources, with a view to ensuring access to these services for all children.

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Paragraph 109

Concern is expressed about the low minimum age of 12 at which formal education is no longer compulsory.

Paragraph 110

The legal school-leaving age should be raised to 16, which is the age at which children are legally permitted to work.

Paragraph 135

Recognizing the large numbers of orphans and other children in need of alternative care in the State party, deep concern is expressed at reports indicating that many of these children do not have adequate emotional support or access to health and education services.

Paragraph 136

In light of article 21 of the Convention, mechanisms should be developed and implemented to ensure the provision of suitable alternative care for children in need of such assistance. Monitoring mechanisms should be established to guarantee a minimum standard of care, including in the long-term, and which ensure that such children are not used for labour and have access to education and health services.

Paragraph 137

Noting current efforts, concern is expressed about the situation of children with physical and mental disabilities, and in particular about the limited specialized health care, education and employment possibilities available for them.

Paragraph 138

The situation of children with disabilities should be reviewed in terms of their access to suitable health care, education services and employment opportunities and a programme of action should be established to address all areas of concern.

Paragraph 149

The Committee is very concerned at the dramatic fall in the number of children attending primary and secondary school, at the insufficient number of qualified teachers working in rural communities and in camps, at the lack of adequate teaching equipment and at repeated attacks by armed persons on schools. Concern is also expressed about the limited access of children with disabilities to formal or vocational educational opportunities and at the proportionally low number of girls attending primary or secondary school.

Paragraph 150

The State party is urged to continue and strengthen its efforts to rebuild and reopen schools, recruit qualified teachers in those areas where they are needed, make available adequate teaching equipment

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and ensure that all children, including indigent and displaced children, have equal access to education opportunities. A clear programme of action for increasing children's access to formal education should be developed. The State party should ensure that children with disabilities have access to formal and vocational educational opportunities and every effort should be made to ensure that girls and boys have equal access to educational opportunities.

Paragraph 154

The situation of children living and working on the streets and children living on their own and without proper housing in the hills is of concern. Concern is expressed about the poor access of these children to health, education and other services.

Paragraph 155

Current efforts should be reinforced on behalf of street and "hill" children and it should be ensured that these children are protected and have access to health and education services.

Paragraph 162

Deep concern is expressed about the poor situation of Batwa children and the lack of respect for almost all of their rights, including the rights to health care, to education, to survival and development, to a culture and to be protected from discrimination.

Paragraph 163

The State party should urgently gather information on the Batwa people, strengthen the representation of Batwa in national policy-making and elaborate a plan of action to protect the rights of Batwa children, including those rights related to minority populations and indigenous peoples.

- United Kingdom of Great Britain and Northern Ireland (Isle of Man), CRC, CRC/C/100 (2000) 31 at paras. 196-199.

Paragraph 196

The social security system provides for the training, education and employment of young people aged 16 and 17 years who are unable to find employment. However, additional efforts are needed to strengthen the social security system to ensure the full implementation of the economic, social and cultural rights of all children below the age of 18 years.

Paragraph 197

The Isle of Man is encouraged to reinforce its efforts to provide adequate support and assistance through its social security support for economically disadvantaged children below the age of 18 years.

Paragraph 198

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The "INCLUDE" programme and the "Bridge" project, which provide additional support to students with behavioural concerns are welcomed. It is noted with appreciation that student councils have been established to encourage the participation of such children within the school environment. It is noted that the Manx Gaelic language is currently taught as an option in all primary schools for a two-year period and that the Department of Education is currently reviewing the possibility of establishing a Gaelic-medium School, to commence in September 2002. Note is taken that efforts to include the National Council for Vocational Qualifications (NCVQ) courses in the school curriculum for students between the ages of 14 and 16 years have regrettably been unsuccessful. While noting that students may, through their parents, discuss with the school principal any concerns regarding violations of their rights, insufficient effort has been made to establish a formal complaints procedure for students whose rights have been violated.

Paragraph 199

The Isle of Man is encouraged to continue its efforts in promoting the Gaelic language in schools; to continue its efforts to develop vocational options for children between the ages of 14 and 16 years; and to establish a complaints procedure within the school system for students, at all levels, whose rights have been violated.

- United Kingdom of Great Britain and Northern Ireland (Overseas Territories), CRC, CRC/C/100 (2000) 40 at paras. 248, 251, 252, 263 and 264 .

Paragraph 248

Additional efforts be made to establish and/or enhance early identification programmes to prevent disabilities; to implement alternatives to the institutionalization of children with disabilities; to establish special education programmes for children with disabilities; and to encourage their inclusion in society. All appropriate measures should be taken to facilitate the recruitment and training of special education teachers in Montserrat.

Paragraph 251

The increasing incidence of truancy and the number of drop-outs from school in some of the Territories, especially the Turks and Caicos Islands and Montserrat are matters of concern. With regard to access to education, it is noted with concern that the travelling teacher service in the Falkland Islands does not include secondary schools and that children from Camp must attend secondary school in Stanley, where they are accommodated in government hostels for which their parents must pay. The academic under-achievement of boys in some of the Overseas Territories, including the Falkland Islands and the Caribbean Territories is noted. It is also of concern that while the new nationality policy of the United Kingdom provides full citizenship to nationals of the Overseas Territories, students from these Territories who wish to pursue further studies in the United Kingdom continue to pay more in tuition fees than students from the United Kingdom.

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Paragraph 252

All appropriate measures should be taken to prevent and discourage truancy and to encourage children, especially boys, to stay in school, particularly during the period of compulsory education. The State party is urged to undertake a study on the academic under-achievement of boys, with a view to understanding the scope and nature of the problem and to enhancing the academic achievement of boys, particularly in the Caribbean Territories and the Falkland Islands. The Falkland Islands should take all appropriate measures to ensure that the inability to pay does not limit or prevent adequate and equal access to education for children from Camp. Higher education policies should be reviewed to ensure non-discrimination against nationals from the Overseas Territories in the payment of fees when they pursue studies in the United Kingdom.

Paragraph 263

Concern is expressed about the inadequate access to education, health, counselling and other rehabilitative services; and the lack of a complaints mechanism for children whose rights have been violated.

Paragraph 264

The State party should ensure that children remain in contact with their families while in the juvenile justice system; ensure that children are provided adequate access to education, health, counselling and other rehabilitative services; and introduce complaints mechanisms for children whose rights have been violated.

See also:

- Georgia, CRC, CRC/C/97 (2000) 18 at paras. 144 and 145.
- United Kingdom of Great Britain and Northern Ireland (Isle of Man), CRC, CRC/C/100 (2000) 31 at para. 204.

- Tajikistan, CRC, CRC/C/100 (2000) 53 at paras. 289, 303 and 304.

Paragraph 289

Concern is expressed that discrimination on the grounds of gender persists *de facto*. The persistence of negative stereotypical attitudes relating to the roles and responsibilities of women and men is a concern. In particular, concern is expressed that families cannot afford the costs imposed by school attendance and frequently give preference to the education of male children.

Paragraph 303

Concern is expressed about the prevailing poor situation of children with disabilities. In particular, the Committee is concerned at the practice of institutionalizing children with disabilities and that access to services such as rehabilitation and education are limited and severely strained.

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Paragraph 304

Existing policies and practices in relation to children with disabilities should be reviewed, taking due account of the Standard Rules on the Equalization of Opportunities for Persons with Disabilities (General Assembly resolution 48/96) and of the Committee's recommendations adopted on its day of general discussion on children with disabilities (CRC/C/69, para. 338), and it should be ensured that they enjoy all the rights contained in the Convention. It is also recommended that the State party: provide early childhood care and special education for children with disabilities; develop early identification programmes to prevent disabilities; and provide services for children with learning disabilities and behavioural disorders. Awareness campaigns which focus on prevention, inclusive education, family care and the promotion of the rights of children with disabilities need to be undertaken.

- Colombia, CRC, CRC/C/100 (2000) 64 at paras. 354, 355, 374, 375, 382, 383, 394 and 395.

Paragraph 354

Concern is expressed at the existing patterns of economic and social disparity, and of gender and racial discrimination; at the marginalization of children belonging to the Afro-Colombian and indigenous populations; and at the precarious situation of children belonging to internally displaced populations, especially regarding their limited access to housing, education and health services.

Paragraph 355

In the light of article 2 and other related articles of the Convention, it is recommended that measures be increased to reduce economic and social disparities, including between urban and rural areas, to prevent discrimination against the most disadvantaged groups of children, such as girls, children with disabilities, children belonging to indigenous and ethnic groups, children living in and/or working on the streets, children living in camps for internally displaced populations and children living in rural areas, and to guarantee their full enjoyment of all the rights recognized in the Convention.

Paragraph 374

The Government's achievements in the field of education are acknowledged. Concerns remain about the high drop-out and repetition rates in primary and secondary school, and at the disparities in access to education between rural and urban areas. Particular concern is expressed about the situation of children belonging to Afro-Colombian and indigenous groups, as well as those living in camps for the displaced regarding their access to education and the low relevance of the current bilingual educational programmes available for them.

Paragraph 375

In the light of articles 28, 29 and other related articles of the Convention, efforts to strengthen its educational policies and system should be continued, in order to improve ongoing retention programmes and vocational training for drop-out students; to extend coverage and to improve the

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quality of education, respecting geographical and cultural diversity; and to improve the relevance of bilingual education programmes for children belonging to indigenous and Afro-Colombian groups. Furthermore, in view of the ongoing armed conflict, the State party should strengthen its programmes on human rights education, including on the rights of the child, in its teacher training programmes and school curricula, and ensure that every child receives such education.

Paragraph 382

It is of concern that the State party has one of the largest internally displaced populations in the world, forced to leave their home towns owing to the high level of violence in certain regions of the country. Concern is also expressed about the social deprivation faced by these populations, mainly composed of women and children, especially their limited access to housing, health services and education.

Paragraph 383

The highest priority should be given to the protection of the rights of children belonging to internally displaced groups. In this regard, the Committee endorses the recommendations made in the reports of the Special Representative of the Secretary-General on Internally Displaced Persons to the Commission on Human Rights on the situation in the State party (see E/CN.4/2000/83/Add.1 and Add. 2), and recommends that the State party, in cooperation with the international community, urgently follow up these recommendations, in particular that on the incorporation of the Guiding Principles on Internal Displacement (E/CN.4/1998/53/Add.2) in the State party's legislation and policies on internally displaced persons.

Paragraph 394

Note is taken of the fact that prisons for children have been closed and that re-education centres for children in conflict with the law have been established. Concerns remain, about the situation of children placed in these centres, in particular regarding their long-term placement, which constitutes a form of deprivation of liberty; that deprivation of liberty and isolation of juveniles are systematically used in police stations; that juvenile courts use measures of confinement not as a measure of last resort; at the lack of alternative measures to the use of deprivation of liberty (e.g. assisted liberty); and at the insufficient re-education and rehabilitation measures for juvenile offenders.

Paragraph 395

The State party should improve the living conditions of children in re-education centres;

- Central African Republic, CRC, CRC/C/100 (2000) 77 at paras. 408, 416, 467 and 468.

Paragraph 408

The very high illiteracy rate among the population is a serious impediment to implementation of

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certain aspects of the Convention in the countryside.

Paragraph 416

In the light of article 4 of the Convention, it is recommended that the State party pursue its goals to increase budgetary allocations in the health and education sectors to at least 25 per cent of the national budget and to ensure adequate resource distribution for the implementation of the Convention as a whole.

Paragraph 467

Deep concern is expressed about the low education levels among children in the State party, the number of children who are several years behind in their primary education, the high drop-out rate of children who do attend school and the closing of many schools and classes because of a lack of teachers. The difficulties linked to the introduction of the national language into schools is a concern.

Paragraph 468

The State party should make every effort to raise the level of educational achievement among children through, *inter alia*, increasing the number of available schools and classes, providing for the initial and ongoing training of more teachers and school inspectors, developing standard national textbooks, increasing the rates of enrolment and providing assistance with school fees, uniforms and other equipment for poor families. The State party is urged to seek international assistance in this regard, including from UNICEF and UNESCO. The State party should continue to make every effort, including through the allocation of relevant material and other resources, to standardize the use of the Sango language in schools.

- Marshall Islands, CRC, CRC/C/100 (2000) 89 at paras. 511, 512, 532 and 535-538.

Paragraph 511

The principle of non-discrimination (art. 2) is not fully implemented for children living in the outer islands and in poor urban communities, especially with regard to their access to adequate health and educational facilities.

Paragraph 512

The State party should collect disaggregated data to enable effective monitoring of potential discrimination, in particular against girls, children living in poor urban communities and in the outer islands and those with disabilities.

Paragraph 535

Concern is expressed about the low enrolment rate in elementary and secondary schools; the high drop-out rate of students in high schools; the insufficient numbers and low standard of trained/qualified teachers and schools available, in particular in the outer islands; the poor quality of

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education and the lack of vocational training in schools.

Paragraph 536

In light of article 28 of the Convention, appropriate measures should be undertaken to ensure regular attendance at schools, the reduction of drop-out rates and the incorporation of vocational education in school curricula. The State party is urged to continue to strengthen the teacher training programme in order to increase the number of trained teachers and improve the quality of teaching.

Paragraph 537

Concern is expressed at the absence of specific legislation regulating child labour and at the lack of information and data on this issue, especially in view of the high drop-out rates in high schools.

Paragraph 538

In light of existing international norms and standards, legislation should be developed on child labour including a prohibition, as well as a definition of hazardous and harmful work and/or of the activities considered to be hazardous, harmful to the child's health or development or to interfere with the child's education; an indication of the minimum age for admission to employment; and appropriate regulation of the working hours and conditions of employment of children.

- Slovakia, CRC, CRC/C/100 (2000) 100 at paras. 562 and 588-591.

Paragraph 562

Children belonging to the Roma minority experience *de facto* discrimination *vis-à-vis* several provisions of the Convention, particularly the right to the highest attainable health (art. 24), the right to an adequate standard of living (art. 27) and the right to education (art. 28).

Paragraph 588

It is acknowledged with appreciation that 10 years of schooling is compulsory in the State party and that it is free. However, it is of concern that children do not have the right to participate in the evaluation of their school achievements.

Paragraph 589

Education should be directed towards the development, with the active participation of the child, of the child's personality, talents and mental and physical abilities to their fullest potential, in accordance with article 29 of the Convention.

Paragraph 590

It is noted with concern that most Roma children attend special schools because of real or perceived language and cultural differences between the Roma and the majority; because the School Act does not offer instruction in the Roma language; and because of the negative, stereotypical description of

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the Roma and their children in general, but especially in the initial report.

Paragraph 591

Measures should be designed that are aimed at ensuring that Roma children have equal access to and opportunities to attend regular school with supportive education, if necessary. The State party should examine to what extent the current situation of the Roma language in the education system, with respect to both law and practice, meets the demands of the Roma population and their children and consider, as appropriate, further measures aimed at ensuring education or instruction in the Roma language, with reference to article 29 of the Convention. Teacher training in this language should be strengthened. In accordance with article 29 (c) of the Convention, the State party should ensure that the education system and the media in particular foster positive attitudes towards minorities and intercultural dialogue between the minorities and the majority, including children.

- Comoros, CRC, CRC/C/100 (2000) 110 at paras. 634, 635, 637, 640 and 641.

Paragraph 634

The situation of children with disabilities who are marginalized and discriminated against is of concern. There is a lack of legal protection, programmes, facilities and services for children with disabilities, aimed at facilitating their development and full integration in society.

Paragraph 635

In the light of article 23 of the Convention, of the Standard Rules on the Equalization of Opportunities for Persons with Disabilities (General Assembly resolution 48/96, annex) and of the Committee's recommendations adopted at its day of general discussion on the rights of children with disabilities (CRC/C/69, para. 338), the Committee recommends that the State party establish special education programmes for children with disabilities and actively seek their inclusion in society. The State party should conduct an assessment of the number of children with disabilities, the type of disabilities and the needs of children with disabilities with regard to rehabilitative and other forms of care.

Paragraph 637

Special programmes should be established to address the situation of children living and/or working in the streets. Moreover, the State party should ensure that these children have access to: health care, rehabilitation services for physical, sexual and substance abuse, services for reconciliation with families, comprehensive education, including vocational and life-skills training, and legal aid.

Paragraph 640

School enrolment ratios are low and equal access to education is not ensured. The high level of illiteracy in the country, the gender disparities in school attendance and high drop out rates are also

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matters of concern. The education system is affected by a general lack of facilities and equipment, insufficient qualified teachers, and a drastic shortage of text books and other learning materials.

Paragraph 641

Efforts should be continued to promote and facilitate school attendance, particularly among girls. In the light of article 28 of the Convention, the State party should take effective measures to ensure that primary education is available to all, to improve the quality of teaching and to reduce drop-out rates. The State party is encouraged to strengthen its educational system, if necessary by seeking further international assistance, from *inter alia*, UNICEF and UNESCO.

See also:

- India, CRC, CRC/C/94 (2000) 10 at para. 87.
 - Armenia, CRC, CRC/C/94 (2000) 53 at paras. 336 and 337.
 - Islamic Republic of Iran, CRC, CRC/C/97 (2000) 8 at paras 66 and 67.
 - Georgia, CRC, CRC/C/97 (2000) 18 at para. 139.
 - Kyrgyzstan, CRC, CRC/C/97 (2000) 51 at paras. 316 and 317.
 - Suriname, CRC, CRC/C/97 (2000) 84 at para. 498.
 - Latvia, CRC, CRC/C/103 (2001) 9 at para. 77.
 - Ethiopia, CRC, CRC/C/103 (2001) 24 at paras 190 and 191.
 - Lithuania, CRC, CRC/C/103 (2001) 47 at para. 303.
 - Palau, CRC, CRC/C/103 (2001) 79 at para. 457.
 - Dominican Republic, CRC, CRC/C/103 (2001) 91 at paras. 526 and 527.
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- Latvia, CRC, CRC/C/103 (2001) 9 at paras. 50, 51, 64, 65, 70, 71, 78 and 79.

Paragraph 50

It is of concern that the principle of non-discrimination is not fully implemented for non-citizen children, children belonging to minorities, including Roma children, poor or dysfunctional families, children with disabilities and children living in rural areas, especially with regard to their access to adequate health and educational facilities. In this context, the State programme for the improvement of the condition of children in the country for 1999 is noted with interest.

Paragraph 51

Disaggregated data should be collected to enable monitoring of discrimination against all children, in particular those belonging to the above-mentioned vulnerable groups, with a view to developing measures to put an end to any form of discrimination.

Paragraph 64

It is noted with concern that the integration of children with disabilities into the normal educational

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system is problematic owing to the lack of specialized teachers and the fact that schools are not easily accessible for children with motor impairment.

Paragraph 65

In light of the Standard Rules on the Equalization of Opportunities for Persons with Disabilities (General Assembly resolution 48/96) and the Committee's recommendations adopted at its day of general discussion on "The rights of children with disabilities" (see CRC/C/69), the State should further encourage their integration into the educational system and inclusion into society, including by providing special training to teachers and by making schools more accessible.

Paragraph 70

The high number of children not attending compulsory primary school is noted with concern. A number of schools in rural areas have been closed. The quality of education provided in rural areas is inferior to that in urban areas.

Paragraph 71

In light of article 28 of the Convention, appropriate measures should be undertaken to ensure regular attendance at schools and the reduction of drop-out rates. The "School is waiting for you" campaign carried out by the National Centre for Protection of Children's Rights to inform society of the need to ensure that all children attend primary school should be continued. Local governments should be assisted in their work to implement regulations on the registration of children. Measures should be undertaken to facilitate the regular attendance at school of children from poor and/or dysfunctional families.

Paragraph 78

It is of concern that the Education Law of 1998 foresees that, as of 2004, all State-funded schools will provide secondary education in Latvian only, while bilingual education will be available only until 9th grade.

Paragraph 79

The State party is encouraged to ensure that children belonging to minorities can also use their own language in secondary education, in accordance with articles 29 and 30 of the Convention.

- Ethiopia, CRC, CRC/C/103 (2001) 24 at paras. 166, 167, 182, 183, 186 and 187.

Paragraph 166

Concern is expressed at the predominant use of institutional responses to provide assistance to children in difficulty and that children who are cared for in institutions for many years, and until the age of 18, are not given the educational and vocational skills necessary for them to make an independent living once they leave the institution.

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Paragraph 167

While urging the State party to avoid recourse to the institutionalization of children as a form of alternative care, the State party should ensure that children cared for by State or private institutions are given all the assistance they need, including an education and suitable vocational training, to enable them to establish a life for themselves after leaving the institution.

Paragraph 182

Deep concern is expressed at the very low rates of primary and secondary school enrolment, at the especially low rate of enrolment among girls and at the very high drop-out rate. In addition, concern is expressed that insufficient resources among education authorities, schools and parents are having a negative impact on children's enrolment in and completion of primary and secondary school.

Paragraph 183

The State party should pursue its efforts to increase enrolment, build additional schools, supply better school equipment, improve teacher training and recruit more teachers in order to improve the quality of education, giving particular attention to those regions most in need of such assistance. Action should be taken to assist with the costs of education, *inter alia*, school uniforms and fees, for those children with insufficient means. Every effort should be made to increase the enrolment of girls at both primary and secondary school levels and to ensure that all children enrolled are able to complete their education.

Paragraph 186

Concern is expressed at the difficult situation faced by refugee and internally displaced children and their families in the State party, including in terms of their access to education and health services and in terms of family reunification.

Paragraph 187

The State party should continue and strengthen its efforts to provide assistance to refugee and internally displaced children and their families, including with regard to education and health services and family reunification and reinstallation.

See also:

- South Africa, CRC, CRC/C/94 (2000) 81 at para. 448.
- Egypt, CRC, CRC/C/103 (2001) 36 at paras. 226, 227, 232, 233, 235, 242 and 243.

Paragraph 226

Taking note of efforts to combat poverty and its negative effects on children, concern is expressed

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at the large disparities in the enjoyment of economic and social rights, particularly health and education, by children living in rural areas and regions lagging behind in socio-economic development.

Paragraph 227

The State party should take all necessary measures to ensure that all children within its jurisdiction enjoy all the rights set out in the Convention without discrimination, in accordance with article 2. Resources and social services for children belonging to the most vulnerable groups, especially in areas which lack basic services, should be prioritized and targeted.

Paragraph 232

In light of articles 19 and 39 of the Convention, concern is expressed at the incidence of ill-treatment of children in schools despite its prohibition, and within the family.

Paragraph 233

Legislative measures should be taken to prohibit all forms of physical and mental violence, including corporal punishment and sexual abuse, against children in the family, the schools, and in care institutions. These measures should be accompanied by public education campaigns about the negative consequences of ill-treatment of children, and the promotion of positive, non-violent forms of discipline as an alternative to corporal punishment. Moreover, adequate procedures and State mechanisms need to be established to: receive complaints in a child-friendly manner; monitor, investigate and prosecute instances of ill-treatment; and ensure that the abused child is not victimized in legal proceedings. The training of teachers, law enforcement officials, care workers, judges and health professionals in the identification, reporting and management of cases of ill-treatment is recommended.

Paragraph 235

Existing policies and practice should be reviewed in relation to children with disabilities, taking due regard of the Standard Rules on the Equalization of Opportunities for Persons with Disabilities (General Assembly resolution 48/96) and of the Committee's recommendations adopted at its day of general discussion on "Children with disabilities" (see CRC/C/69). The State party should pursue the development of standardized definitions and terminology relating to disabilities for the purposes of collecting comprehensive data on these children. Greater efforts should be made to promote community-based rehabilitation programmes and inclusive education; to address geographical disparities in the distribution of services (i.e. in rural areas, and regions such as Upper Egypt); and to ensure the provision of services for children under four years, as well as severely mentally disabled children. The State party is encouraged to undertake greater efforts to make available the necessary resources and to seek assistance from UNICEF, WHO and relevant NGOs, among others.

Paragraph 242

In light of previous concluding observations and taking note of significant efforts by the State party

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to improve education coverage, enrolment and retention levels and the inclusion of the Convention in the school curricula, concerns remain about the poor quality of education in general. The lack of success of literacy programmes for school dropouts is also a concern.

Paragraph 243

The State party is encouraged to continue its efforts to pursue universal access to education, targeting the girl child and children belonging to the most vulnerable groups. A process of curriculum reform which stresses the development of critical thinking and problem-solving skills should be undertaken. In relation to the literacy classes, the State party is encouraged to study the reasons for their poor success rates, paying attention, *inter alia*, to programme content, class scheduling, and negative social perceptions held by young people of such classes.

- Lithuania, CRC, CRC/C/103 (2001) 47 at paras. 272, 273, 294, 295, 298 and 299.

Paragraph 272

The principle of non-discrimination is not being fully implemented for children living in vulnerable families and in institutions, children with disabilities, Roma children, refugee and asylum-seeking children and children living in rural areas, in particular with regard to their access to adequate health and educational facilities.

Paragraph 273

The State party should collect disaggregated data and other information in order to identify discrimination against children, in particular those belonging to the above-mentioned vulnerable groups, with a view to developing comprehensive strategies aimed at ending all forms of discrimination.

Paragraph 294

The small number of children attending pre-school and the high number of children dropping out of school are matters of concern.

Paragraph 295

In light of article 28 of the Convention, the State party should continue taking appropriate measures to ensure regular attendance at school and to reduce dropout rates. The State party should ensure the implementation of the new measures taken to increase participation in pre-school education.

Paragraph 298

It is noted with concern that children applying for asylum do not have access to adequate specific medical and psychological care, specific legal support and education.

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Paragraph 299

In light of articles 22 and 39 of the Convention, the State party should ensure that children applying for asylum have adequate living conditions and access to health and education.

- Lesotho, CRC, CRC/C/103 (2001) 57 at paras. 335, 336 and 360-362.

Paragraph 335

It is noted that the principle of non-discrimination (art. 2) is reflected in the Constitution of Lesotho as well as in other domestic legislation. Nonetheless, concerns remain that serious discrimination exists in the State party. This has a negative impact on respect for children's rights and particularly on the rights of girls. The State party has not taken measures to address discrimination against children who are born out of wedlock, those affected by HIV/AIDS, children in remote rural areas, children born of incestuous relationships, institutionalized children, pregnant girls, children with disabilities, street children and children of ethnic minority groups. Concern is expressed that many children do not have adequate or equal access to education and health services, in particular children in the vulnerable groups mentioned above.

Paragraph 336

The State party is urged to strengthen its efforts to ensure full implementation of the principle of non-discrimination by amending domestic legislation and increasing awareness among the population. Discrimination against vulnerable groups of children should be addressed effectively by improving their access to education

Paragraph 360

"Early identification" programmes should be developed with a view to providing prompt and appropriate early intervention to help children with disabilities, including physical and learning disabilities. The State party should increase its efforts to implement alternatives to the institutionalization of children with disabilities, establish special education programmes for them and further encourage the inclusion of these children in society including through ensuring access to schools and public buildings.

Paragraph 361

The recent initiatives of the State party to improve the provision and management of education through the Education Act 1995 is welcomed as is the introduction of free education for those commencing Grade One in January 2000. However, concerns remain that many children do not have access to education, in particular herd-boys, children living in poverty and children in remote rural communities. With respect to the general situation of education, the following is noted with concern: the lack of trained teachers, the poor educational infrastructure, the lack of equipment, the extent of overcrowding, the high pupil-teacher ratios, the high drop-out, illiteracy and repetition rates, the lack of basic training materials and shortages of text books and other materials. The poor conditions of

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education in high mountainous and rural areas is a particular concern. The low percentage of children with access to pre-school educational services is also a concern.

Paragraph 362

The State party should continue its efforts to increase the school attendance and literacy rates of herd-boys in mountainous regions, including through research into the structural and other underlying causes for the failure of boys to complete their education and through consideration of possible solutions such as alternative approaches to care for cattle and flexible school hours and curricula. Measures should be introduced to broaden the provision of free education generally with a view to ensuring access to education for all children. All appropriate measures should be taken to increase the number of trained teachers, strengthen the educational infrastructure and curriculum, and improve the coordination of education policy, the management of schools and the quality of education. The State party should undertake additional measures to motivate parents to encourage their children to enrol in school and complete their education. The Convention should be fully integrated into the curricula at all levels of the educational system. In addition, the State party should significantly increase the availability of pre-school places.

- Saudi Arabia, CRC, CRC/C/103 (2001) 71 at paras. 413 and 414.

Paragraph 413

Noting significant efforts by the State party to improve education coverage, concerns remain that the system of education continues to emphasize rote learning rather than the development of analytical skills. The aims of education presented in the report do not adequately reflect the aims outlined under article 29 of the Convention. In particular:

The State party's policy on education for girls (e.g. articles 9 and 153 of the 1969 Policy of Education) discriminates against girls and is incompatible with article 29(a) of the Convention; and

The development of and respect for human rights, tolerance and equality of the sexes and of religious and ethnic minorities are not explicitly included in the curricula.

Paragraph 414

A process of curriculum and teaching methodology reform should be undertaken with the full participation of children, which stresses the importance of developing critical thinking and problem-solving skills. In light of article 2 of the Convention, the State party should take due regard of article 29 and direct education to the development of the child's personality, talents and mental and physical abilities to the fullest and consider introducing human rights, including the Convention on the Rights of the Child, into the school curricula, including at the primary school level, in order to address discrimination against girls in particular.

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- Palau, CRC, CRC/C/103 (2001) 79 at paras. 442, 450, 451, 462, 463 and 468-471.

Paragraph 442

It is noted with concern that budgetary allocations for education and social services have been gradually reduced since independence (1994) and that there is a scarcity of resources for welfare and social services. Additionally, concern is expressed that in the light of article 4 of the Convention, not enough attention has been paid to allocating budgetary resources, at both the national and community levels, in favour of children “to the maximum extent of ... available resources”. Insufficient efforts have been made to ensure that an adequate proportion of financing gained through international cooperation is allocated to children’s programmes.

Paragraph 450

It is noted with concern that the principle of non-discrimination is not adequately implemented, in particular with respect to vulnerable groups of children, especially children of non-Palauan parentage, including children of immigrant families and children adopted through inter-country adoptions; children living in the outer islands; and children living and/or working on the streets. Particular concern is expressed about their limited access to adequate health, education and other social services.

Paragraph 451

The State party should increase its efforts to ensure the implementation of laws, policies and programmes guaranteeing the principle of non-discrimination and full compliance with article 2 of the Convention, particularly as it relates to the vulnerable groups. In particular, all appropriate measures, including those of a legal nature, should be taken to ensure that non-Palauan children are afforded equal and adequate access to health, education and social services.

Paragraph 462

It is noted that the Master Plan for Education (2000) is aimed at strengthening the network of guidance and counselling and at discouraging and preventing the use of physical punishment at both the primary and secondary school levels. However, concern is expressed that corporal punishment is still practiced and widely accepted and that domestic legislation generally does not prohibit and eliminate its use in homes and schools.

Paragraph 463

All appropriate measures, including of a legislative nature, should be taken to prohibit and eliminate all forms of corporal punishment in schools and in homes. Awareness raising and education campaigns should be conducted to change public attitudes and ensure that alternative forms of discipline are administered in a manner consistent with the child’s human dignity and in conformity with the Convention, especially articles 19 and 28.2.

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Paragraph 468

It is noted that the State party has enacted legislation to protect children with disabilities and that an Inter-agency Task Force on Children with Special Needs has been established. Concern is expressed that there are insufficient programmes, services and resources for children in this regard. The insufficient efforts and the reluctance of teachers to facilitate the inclusion and acceptance of children with disabilities into the regular school system, despite requirements under law, are matters of concern.

Paragraph 469

In the light of the Standard Rules on the Equalization of Opportunities for Persons with Disabilities (General Assembly resolution 48/96) and the Committee's recommendations adopted at its Day of General Discussion on "The rights of children with disabilities" (CRC/C/69), the State party should strengthen its efforts to develop early identification programmes to prevent disabilities; establish special education programmes for children with disabilities; and implement the law that provides for their inclusion within the school system. The State party should reinforce its efforts to raise awareness and sensitize the public about the rights and special needs of children with disabilities, including children with mental health concerns.

Paragraph 470

The Master Plan for Education 2000 aims to improve the quality and relevance of education and prepare students for adult life. However, concern is expressed about inadequate performance of students and the continually high drop-out rates, particularly at the secondary school level. There is insufficient teacher support in smaller schools in the rural areas and the outer islands, and overcrowding in the larger schools in the urban centres. There is no physical education programme in the school system. It is noted with concern that the budgetary allocations for education have been progressively reduced since independence in 1994. The lack of clear policy and practice on the incorporation of Palauan, as a parallel language, in the educational curriculum is also a matter of concern.

Paragraph 471

All appropriate measures should be taken, including the allocation of adequate financial, human and technical resources, to improve the situation (including the quality and relevance) of education and to ensure that all children enjoy the right to education. The State party should seek to implement additional measures to encourage children, especially boys, to stay in school, particularly during the period of compulsory education. In this connection, a study on school drop-out and the linkages between the drop-out rate and the relevance of educational material and methods of teaching should be undertaken. In the light of article 31, a physical education programme should be introduced into the school curriculum. In addition, efforts to establish clear policy and practice regarding the use of Palauan as a parallel language in the school curriculum should be reinforced.

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- Dominican Republic, CRC, CRC/C/103 (2001) 91 at paras. 503, 504, 507, 508 and 520-523.

Paragraph 503

Deep concern is expressed at the discrimination against children of Haitian origin born in the State party's territory or belonging to Haitian migrant families, especially their limited access to housing, education and health services.

Paragraph 504

In the light of article 2 and other related articles of the Convention, the State party should take, as a matter of priority, effective measures to ensure that children of Haitian origin born in the State party's territory or belonging to Haitian migrant families have the same access to housing, education and health services as other children.

Paragraph 507

Concern is expressed about the situation of children of Haitian origin or belonging to Haitian migrant families whose right to birth registration has been denied in the State party. As a result of this policy, those children have not been able to enjoy fully their rights, such as to access to health care and education.

Paragraph 508

In the light of article 7 of the Convention, the State party should strengthen and increase its measures to ensure the immediate registration of the birth of all children. Special emphasis should be placed on the registration of children belonging to the most vulnerable groups, including children of Haitian origin or belonging to Haitian migrant families.

Paragraph 520

While noting the adoption of the General Law on Disabilities (2000) and the creation of the National Council on Disability, concern is expressed about the lack of data on children with disabilities and the insufficient measures taken by the State party to ensure effective access of these children to health, education and social services, and to facilitate their full inclusion in society.

Paragraph 521

The State party should develop early identification programmes to prevent disabilities, implement alternatives to the institutionalization of disabled children, envisage awareness-raising campaigns to reduce discrimination against disabled children, promote their inclusion in regular education and society at large, and when necessary, establish special education programmes and centres.

Paragraph 522

The State party's efforts in the field of education are welcomed, particularly the inclusion of human rights' teaching, including children's rights, in the school curricula. However, concerns remain about

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the high drop-out and repetition rates in primary and secondary schools, disparities between urban and rural areas in terms of access to education and to quality education, the insufficient number of well-trained teaching staff and children's limited access to materials and text books. Concern is also expressed at various forms of discrimination and exclusion which still affect the right to education of certain groups of children, such as pregnant adolescents, unregistered children, children with disabilities and children of Haitian origin born in the State party's territory or belonging to Haitian migrant families, reflecting insufficient attention to article 29 of the Convention.

Paragraph 523

In the light of article 28 and other related articles of the Convention, the State party should continue its efforts in the field of education by strengthening its policies and system in order to: improve on-going retention programmes and vocational training for drop-out students; improve schools' infrastructure; continue with curricular reform, including teaching methodologies; eradicate regional disparities with reference to school enrolment and attendance; and implement special education programmes taking into account the needs of vulnerable children. The explicit inclusion of the aims of education as mentioned in article 29 of the Convention in the school curricula is recommended.

- Denmark, CRC, CRC/C/108 (2001) 10 at paras. 70 and 71.

Paragraph 70

The rather high level of bullying in schools and the inadequate protection of children from abuse, including sexual abuse, in day-care and other institutions, are matters of concern.

Paragraph 71

The State party should strengthen its measures, in participation with children, to prevent and combat violence and bullying in schools. Furthermore, the State party is encouraged to take the necessary measures to prevent persons convicted of crimes against children from working in care and other institutions for children.

- Turkey, CRC, CRC/C/108 (2001) 18 at paras. 85, 105, 106, 109, 110, 127, 128, 130 and 135-140.

Paragraph 85

The fact that the duration of compulsory education has been increased to eight years is welcomed.

Paragraph 105

It is noted with concern that there is no clear minimum age for admission to employment and that this could conflict with the age for the end of compulsory education, which is set at 15.

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Paragraph 106

It is recommended that the State party set up the same age for the end of compulsory education and for admission to employment.

Paragraph 109

It is of concern that the principle of non-discrimination (art. 2) is not fully implemented for children belonging to minorities not recognized under the Treaty of Lausanne of 1923, in particular children of Kurdish origin; children with disabilities; children born out of wedlock; girls; refugee and asylum-seeking children; children who are internally displaced; and children living in the south-eastern region and in rural areas, especially with regard to their access to adequate health and educational facilities.

Paragraph 110

Appropriate measures should be taken to prevent and combat discrimination. The collection of appropriate disaggregated data is also recommended in order to enable monitoring of discrimination against all children, in particular those belonging to the above-mentioned vulnerable groups, with a view to developing comprehensive strategies aimed at ending all forms of discrimination.

Paragraph 127

It is noted with concern that, although prohibited, corporal punishment is used in schools and other institutions.

Paragraph 128

The ban on corporal punishments in schools and other institutions should be enforced effectively.

Paragraph 130

Measures should be undertaken to ensure that the situation of children with disabilities is adequately monitored in order to assess effectively their needs. It is also recommended that the State party further encourage their inclusion in society and integration into the regular educational system, including by providing special training to teachers and by making schools more accessible.

Paragraph 135

Of concern are the high drop-out rates among girls after the third grade, particularly in rural areas; the decline in the quality of education and the insufficiently participatory teaching methods; the lack of trained personnel and insufficient infrastructure, especially classrooms, in particular in large metropolitan areas and in the south-east.

Paragraph 136

Appropriate measures should be undertaken to ensure regular attendance at school and the reduction of drop-out rates, particularly for girls. Efforts should be continued to introduce pre-school education and to take further steps to ensure the enrolment of children in secondary schools. The State party should continue to strengthen the teacher training programme in order to increase the

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number of trained teachers, improve the quality of education and to direct education toward the aims mentioned in article 29(1) of the Convention and the Committee's General Comments on the aims of education.

Paragraph 137

It is of concern that only asylum-seekers from European countries are granted refugee status, and thus, child asylum-seekers of non-European origin, who represent the majority, can be granted asylum only on a temporary basis until they find a third country and, therefore, do not always have access to education and health care.

Paragraph 138

It is recommended that measures be strengthened in order to allow all child asylum-seekers and refugee children full access to education.

Paragraph 139

The large number of internally displaced children who were forced to leave their home towns in 1990 owing to the high level of violence in the south-east region is of concern. Concern is also expressed at their limited access to housing, health services and education.

Paragraph 140

In line with the Guiding Principles on Internal Displacement (E/CN.4/1998/53/Add.2), the State party should ensure that internally displaced children and their families have access to appropriate health and education services and adequate housing. Further, data and statistics should be collected in order to know how many children are displaced and what their needs are, with a view to developing adequate policies and programmes.

See also:

- Guatemala, CRC, CRC/C/108 (2001) 47 at para. 266.
- Mauritania, CRC, CRC/C/111 (2001) 8 at paras. 66 and 67.
- Chile, CRC, CRC/C/114 (2002) 90 at paras. 367 and 368.

- Democratic Republic of the Congo, CRC, CRC/C/108 (2001) 31 at paras. 161, 162, 187, 188, 193, 194, 199, 200, 209-212, 219 and 220.

Paragraph 161

Deep concern is expressed at the very low annual budget allocations for health, education and other areas of direct relevance to children and at reports that these budget allocations were not fully disbursed.

Paragraph 162

The State party should raise the proportion of its spending on health, education, social welfare and

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other priority areas, to the maximum of available resources, with a view to ensuring access of these services for all children and, where needed, within the framework of international cooperation.

Paragraph 187

In the context of article 19 of the Convention, it is of concern that the corporal punishment of children is permitted under domestic legislation and continues to be practised in State institutions, including schools and places of detention, and in the family.

Paragraph 188

All appropriate measures, including of a legislative nature, should be taken to prohibit and eliminate all forms of corporal punishment in schools and in homes. It is further suggested that awareness-raising and education campaigns be conducted to change public attitudes and ensure that alternative forms of discipline are administered in a manner consistent with the child's human dignity and in conformity with the Convention, especially articles 19 and 28(2).

Paragraph 193

Concern is expressed at the practice of "fictitious" care for children deprived of their parents, as replacement for genuine adoption, which deprives these children of care and education.

Paragraph 194

The State party should ensure greater legal and effective protection of the rights of children deprived of their parents to emotional care and to education and health services, including in the context of informal adoption procedures.

Paragraph 199

Noting the very small number of children with disabilities who have access to education, deep concern is expressed that the rights of children with disabilities to education, as well as health services are not respected and that they do not receive adequate assistance towards future development.

Paragraph 200

Measures should be developed and implemented in order to guarantee respect for the rights of children with disabilities, including improving their access to health and education services and vocational training. In addition, the State party should make every effort to ensure that children with disabilities are not discriminated against, including through the provision of appropriate education for parents, teachers, children and members of the population in general.

Paragraph 209

Great concern is expressed at the high numbers of children who never attend school or who drop out early from their formal education. It is of further concern that in practice primary education is not free and that many parents have to pay school fees as well as related costs such as for uniforms and equipment, which remain too expensive for most families. Furthermore, the low rate of school

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enrolment of girls, their high drop-out rate and the high female illiteracy rate, especially in rural areas, are matters of deep concern. Further, some girls are the victims of sexual harassment by teachers. It is of concern that school infrastructure and equipment are very inadequate, the quality of education is poor, that teachers are not well trained, and that some students are required to pay teachers for their grades.

Paragraph 210

Legislation should be adopted and implemented that establishes a minimum age for the completion of compulsory education and provides for genuinely free primary and, as far as possible, secondary education, with emphasis on assisting children from the most disadvantaged backgrounds. Measures should be implemented to increase enrolment of children in school and reduce the drop out rate. It is further recommended that the State party strengthen efforts to improve the access of girls to education, including by establishing specific programmes to reduce female illiteracy and information campaigns promoting this right. Measure should also be implemented to end the harassment of girls in school. The State party should pursue efforts to improve the quality of education and strengthen education infrastructure, including through improvements to teacher training, the introduction of human rights education and education for peace, building additional classrooms and more schools, and by providing free transport to schools for children who live far away. It is recommended that assistance be sought from UNICEF and UNESCO in this regard.

Paragraph 211

The very high number of children and their families internally displaced within the State party as a result of the armed conflict is a matter deep concern. Concern is also expressed at the separation of children from their families and the very limited access of displaced children to adequate food and to health and education services.

Paragraph 212

Urgent measures should be implemented to protect civilian populations from further internal displacement, to ensure that those children and their families who have already been displaced have access to food, education and health assistance, and to support the return home of internally displaced populations and their reintegration into their communities.

Paragraph 219

The high number and difficult situation of children living in and/or working on the street is of concern. Concern is expressed about the lack of access of these children to food and health and education services and the exposure of these children to several risks, including those related to substance abuse, violence, sexually transmitted illnesses and HIV/AIDS.

Paragraph 220

The State party is urged to strengthen its assistance to children living in and/or working on the street, by studying the causes and implementing preventive measures and improving the protection of

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children already in this situation, including through the provision of education, health services, food, adequate shelter and programmes to assist children to leave street life.

- Guatemala, CRC, CRC/C/108 (2001) 47 at paras. 249, 250, 274 and 282.

Paragraph 249

Concern remains about the disparity between the legal minimum age for admission to employment (14 years) and the age for the end of compulsory education (15 years).

Paragraph 250

The minimum age for admission to employment should be redefined so that it corresponds to the age at which compulsory education ends.

Paragraph 274

Appropriate measures should be taken to increase budgetary allocations for education, ensure regular attendance at schools and the reduction of drop-out rates, and strengthen the quality of education. The State party should continue to strengthen the teacher training programme in order to increase the number of trained teachers and improve the quality of teaching and the bilingual education programme. In this respect, the State party is encouraged to seek additional technical cooperation from, among others, UNESCO and UNICEF.

Paragraph 282

The State party should expedite the adoption of a National Plan for the Care of Street Children and ensure that children living in the streets are provided with nutrition, clothing, housing, health care and educational opportunities, including vocational and life-skills training, in order to support their full development.

See also:

- Côte d'Ivoire, CRC, CRC/C/108 (2001) 59 at para. 345.
- Côte d'Ivoire, CRC, CRC/C/108 (2001) 59 at paras. 307, 308, 313, 314, 329, 330, 333, 334 and 336-338.

Paragraph 307

It is of deep concern that no minimum age has been set for the end of compulsory education and that the practice of early marriage is still widespread.

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Paragraph 308

It is strongly recommended that the State party set a minimum age for the end of compulsory education and develop sensitization programmes to curb the practice of early marriage.

Paragraph 313

While welcoming the existence of a Children's Parliament, it is of concern that respect for the views of the child remains limited within the family, in schools, in the courts and in the society at large, due to traditional attitudes.

Paragraph 314

The State party should promote and facilitate within the family, the school, the courts and administrative bodies, respect for the views of children and their participation in all matters affecting them in accordance with their evolving capacity, in light of article 12 of the Convention. The State party should also provide educational information to, among others, parents, teachers, government administrative officials, the judiciary and the society at large on children's rights to participate and to have their views taken into consideration.

Paragraph 329

The large number of teachers dying of HIV/AIDS in the State party is of deep concern.

Paragraph 330

The State party is urged to consider ways of minimizing the impact upon children of the HIV/AIDS-related deaths of parents, teachers and others, in terms of children's reduced access to a family life, to adoption, to emotional care and to education. Technical assistance should be sought from, among others, UNAIDS.

Paragraph 333

The situation of children with physical and mental disabilities is of concern, particularly the limited specialized health care and educational and employment possibilities available for them.

Paragraph 334

The situation of children with disabilities should be reviewed in terms of their access to suitable health care, educational services and employment opportunities, and a programme of action should be established to address all areas of concern through an inclusive policy.

Paragraph 336

Access to education and adequate housing should be promoted in order to assist poor families and their children to improve their living conditions.

Paragraph 337

While noting the adoption of the Education Act (1995) and of a national programme for the

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development of education (2000), as well as the current project to make education free and compulsory for all up to the age of 16 years, deep concern remains that primary education is not compulsory and free for all in the State party. Also of concern are the low education levels among children in the State party, gender and rural-urban disparities in school attendance, the limited access of children with disabilities to formal or vocational educational opportunities, the number of children who are several years behind in their primary education, and the high drop-out rate of children who do attend school. It is also of concern that Koranic schools are placed under the authority and administration of the Ministry of the Interior.

Paragraph 338

The State party is urged to adopt and implement the project to make primary education free to all and compulsory. The level of educational achievement among children should be raised through increasing the number of available schools and classes, providing for the initial and ongoing training of more teachers and school inspectors, developing standard national textbooks, increasing the rates of enrolment and providing assistance with school fees, uniforms and other equipment for poor families. The State party is urged to seek international assistance in this regard, including from UNICEF. In addition, it should be ensured that children with disabilities have access to formal and vocational educational opportunities and every effort should be made to ensure that girls and boys, as well as children from urban and rural areas, have equal access to educational opportunities. In this regard, assistance should be sought from UNICEF and UNESCO. Furthermore, appropriate measures should be taken to ensure that Koranic schools respect national school curricula and aims of education and are placed under the authority of the Ministry for Education.

- United Republic of Tanzania, CRC, CRC/C/108 (2001) 71 at paras. 374, 375, 378, 379, 390, 391, 404, 405 and 408-411.

Paragraph 374

The various legal minimum ages, which are inconsistent, are discriminatory and/or too low.

Paragraph 375

The necessary legislative measures should be taken to bridge the gap between the minimum age for work (15 years) and the age at which compulsory education ends (13 years), preferably by increasing the latter.

Paragraph 378

The principle of non-discrimination is not adequately implemented with respect to certain vulnerable groups of children, especially girls (including their inheritance rights), children born out of wedlock (including their maintenance and inheritance rights), young mothers (particularly those belonging to Islamic communities and those living in Zanzibar, including their right to inherit and own property), children with disabilities, children of economically disadvantaged families; children in conflict with

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the law, children living in institutions, children living and/or working on the streets; child victims of abuse, refugee and asylum seeking children, children belonging to ethnic minorities, children living in rural areas, and those belonging to pastoralist communities. Their limited access to adequate health, education and other social services is of particular concern.

Paragraph 379

All effective measures should be taken to implement laws, policies and programmes to guarantee the principle of non-discrimination and full compliance with article 2 of the Convention, particularly as it relates to vulnerable groups of children.

Paragraph 390

It is regrettable that the law does not prohibit the use of corporal punishment as a sentence for children and youth in the juvenile justice system. Concern is also expressed that this type of punishment continues to be practised in schools, families and care institutions.

Paragraph 391

Legislative measures should be taken to prohibit all forms of physical and mental violence, including corporal punishment within the juvenile justice system, schools and care institutions as well as in families. The State party is encouraged to intensify its public awareness campaigns to promote positive, participatory, non-violent forms of discipline as an alternative to corporal punishment at all levels of society.

Paragraph 404

Concern remains about the inadequate facilities and services for children with disabilities, the limited numbers of trained teachers to work with these children, as well as the insufficient efforts made to facilitate the inclusion of children with disabilities into the educational system and generally within society.

Paragraph 405

The State party should establish special education programmes for them and, where feasible, include them in the regular school system, and take effective measures to ensure adequate training for teachers working with children with disabilities.

Paragraph 408

The Education Sector Development Programme, which focuses on access and equity in education, and the Complementary Basic Education Programme which seeks to improve drop-out rates, especially of girls, are welcomed. It is noted with appreciation that the Government is considering the possibility of abolishing school fees and other types of payments for primary school children. However, concern remains about the limited access to education, especially for girls, including pregnant girls, children from economically disadvantaged families and those living in remote rural communities. Concern is also expressed regarding high drop-out and repetition rates, insufficient

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numbers of trained teachers, insufficient schools and classrooms, and the lack of relevant learning material. In light of article 29(1) of the Convention, the quality of education within the State party is also of concern. The reported incidents of sexual abuse and exploitation of girls within the school environment are noted with regret.

Paragraph 409

All appropriate measures, including the allocation and distribution of adequate financial, human and technical resources, should be taken to enhance the quality of education and ensure that all children enjoy the right to education. The State party should reinforce its efforts to increase access to education by abolishing user fees at the primary level. In this regard, the State party is encouraged to further consider rationalizing user fees at the secondary and tertiary levels. Particular attention should be paid to the quality of education, in light of article 29(1) of the Convention and the Committee's General Comment No. 1 on the aims of education. All effective measures should be taken to protect children, especially girls, against sexual abuse and violence within the school environment and to facilitate the rehabilitation of child victims in this regard. The State party should seek to strengthen its educational system through closer cooperation with UNICEF and UNESCO.

Paragraph 410

While noting the enactment of the Refugees Act (1998), concern remains about the inadequate standards, procedures, policies and programmes to guarantee and protect the rights of refugee, asylum-seeking and unaccompanied children, including adequate education, especially post-primary education, and health and other social services.

Paragraph 411

All effective measures should be taken to ensure the adequate protection of refugee, asylum-seeking and unaccompanied children, especially girls, and further policies and programmes should be implemented to guarantee their adequate access to health, educational and social services.

- Bhutan, CRC, CRC/C/108 (2001) 85 at paras. 452, 453 and 468-471.

Paragraph 452

Concern is expressed about the impact on children of reports of discrimination against individuals belonging to the Lhotshampas. Of particular concern are reports that these children face *de facto* discrimination in access to education and other services and on the basis of status, activities or opinions of their parents or relatives.

Paragraph 453

Effective measures, including enacting or rescinding legislation where necessary, should be taken to prevent and eliminate discrimination, in accordance with article 2 of the Convention, in all fields of

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civil, economic, political, social and cultural life. Accessible, prompt and effective mechanisms should be established to monitor, receive and address complaints of discrimination (e.g. prompt appeal in circumstances of denial of school enrolment).

Paragraph 468

Noting some efforts by the State party concerning children with disabilities (i.e. the pilot school for inclusive education and formation of a parents support group in Thimpu, and a school for visually impaired children), there is concern that children with disabilities in general have inadequate access to specialized services and education, and there is insufficient support for families.

Paragraph 469

The State party should conduct a survey to assess the causes and extent of disability among children and review existing policies and practice in relation to children with disabilities. Children with disabilities, and their families, should be involved in the development of surveys and policy review. The State party should undertake greater efforts to make available the necessary resources (e.g. professional and financial, including professional and financial support to families). Greater efforts should also be undertaken to promote and expand community-based rehabilitation programmes, including parent support groups, and inclusive education of children with all forms of disability. Assistance can be sought from, among others, UNICEF and WHO.

Paragraph 470

Although noting significant achievements in education indicators, it is of concern that primary education is not compulsory; that there is still a significant gender gap in enrolment; and that there are deficiencies in access to education and the quality of teacher training.

Paragraph 471

The State party should ensure that primary education is free and made compulsory; make greater efforts to close the gender gap; and allocate the required resources to address access to education and the quality of teacher training.

See also:

- Oman, CRC, CRC/C/111 (2001) 36 at paras. 189 and 190.
- Lebanon, CRC, CRC/C/114 (2002) 11 at paras. 69 and 70.

- Monaco, CRC, CRC/C/108 (2001) 97 at paras. 523, 524, 529 and 530.

Paragraph 523

Concern is expressed that human rights education is not systematically provided in school programmes at all levels. The prevalence of violence in schools is also a matter of concern.

CHILDREN'S RIGHTS - EDUCATION

Paragraph 524

Steps should be taken to ensure the inclusion of human rights education at all levels of school curricula. Measures should be implemented to prevent and end violence in schools.

Paragraph 529

Noting the attention given by the State party to children under 16 working in a family context, there is concern that such work may interfere with children's right to education.

Paragraph 530

The State party should continue and strengthen its efforts to ensure respect for the rights of children under 16 working in a family context, and particularly the right to education.